Title of Instructional Materials: Prentice-Hall Course 2

Grade Level: Grade 7

Summary of Prentice-Hall Course 2

Overall Rating:		Important Mathematical Ideas:	Weak (1-2)Moderate (2-3)Strong (3-4)
Summary / Justification / Evidence: This textbook does not meet the Common Core standards. Many of the standards are missing or not well-developed. The Common Core Toolkit was referenced as having activities and practice problems for many of the standards; however, this was not available for us to evaluate. It meets some of the standards on the surface level and doesn't delve into deeper understanding. Many of the chapters contain irrelevant material that doesn't apply to the Common Core standards. A lot of time is spent reviewing previous standards instead. It is strongly recommended that this textbook not be approved.		Summary / Justification / Evidence:	
Skills and Procedures:	Weak (1-2)☐ Moderate (2-3)☐ Strong (3-4)	Mathematical Relationships:	Weak (1-2)Moderate (2-3)Strong (3-4)
Summary / Justification / Eviden	ce:	Summary / Justification / Eviden	nce:



Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Desalle Rating 1/6

Grade 7



Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Coundtable, The Indiana Department of Education,

The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Instructional Materials Analysis and Selection Assessing Content Alignment to the Common Core State Standards for Mathematics

This tool provides educators with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you become more knowledgeable about the Common Core State Standards for Mathematics so you can select instructional materials aligned with these standards.

This resource can also be used with the Dana Center's larger 4-phase Instructional Materials Analysis and Selection toolset: Phase 1: Studying the Standards, Phase 2: Narrowing the Field of Instructional Materials, Phase 3: Assessing Subject-Area Content Alignment, and Phase 4: Assessing Vertical Alignment of Instructional Materials. The particular resource you hold is a phase 3 tool that has been customized for assessing the alignment of instructional materials with the Common Core State Standards for Mathematics. Note that in 2009, the Dana Center developed a similar tool for Indiana educators to use in analyzing the alignment of instructional materials to Indiana's Academic Standards for Mathematics.

Copyright 2011, 2010, the Charles A. Dana Center at The University of Texas at Austin

Unless otherwise indicated, the materials found in this resource are the copyrighted property of the Charles A. Dana Center at The University of Texas at Austin (the University). No part of this resource shall be reproduced, stored in a retrieval system, or transmitted by any means—electronically, mechanically, or via photocopying, recording, or otherwise, including via methods yet to be invented—without express written permission from the University, except under the following conditions. The following excludes materials not exclusively owned by the Charles A. Dana Center at the University of Texas at Austin.

- 1) The Indiana Department of Education, as well as Indiana school districts, can, through June 30, 2011, copy and disseminate this resource to schools and districts within the state of Indiana, without obtaining further permission from the University, so long as the original copyright notice is retained.
- 2) Other organizations or individuals must obtain prior written permission from the University for the use of these materials, the terms of which may be set forth in a copyright license agreement, and which may include the payment of a licensing fee, or royalties, or both.

We use all funds generated through use of our materials to further our nonprofit educational mission. Please send permission requests or questions to us here:

Charles A. Dana Center The University of Texas at Austin 1616 Guadalupe Street, Suite 3.206 Austin, TX 78701-1222

Fax: 512-232-1855 dana-txshop@utlists.utexas.edu

www.utdanacenter.org

The Dana Center and The University, as well as the authors and editors, assume no liability for any loss or damage resulting from the use of this resource. Any opinions, findings, conclusions, or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of The University of Texas at Austin. We have made extensive efforts to ensure the accuracy of the information in this resource, to provide proper acknowledgement of original sources, and to otherwise comply with copyright law. If you find an error or you believe we have failed to provide proper acknowledgment, please contact us at dana-txshop@utlists.utexas.edu.

The copyright of the Common Core State Standards for Mathematics is held by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The use of the CCSS for Mathematics in this Instructional Materials Analysis tool is done under the CCSS Terms of Use, available at www.corestandards.org/terms-of-use. For more detail, see About the development of this resource.

Per the Terms of Use, we include this notice, which applies to the Common Core State Standards in this document: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

About the development of this resource

This tool, Instructional Materials Analysis and Selection: Assessing Content Alignment to the Common Core State Standards for Mathematics, draws on the Dana Center's nearly 20 years of experience in strengthening education and has been used extensively in Texas and, increasingly, other states, to help local school districts and schools select instructional materials aligned with their standards. Development and production of the Instructional Materials Analysis toolset was supported by the Charles A. Dana Center.

This resource consists of a set of 15 individual grade-level / course documents that span kindergarten through the third year of high school mathematics. There is a document for each grade from kindergarten through 8, and six documents for high school mathematics (one each for the three courses in the traditional high school pathway Algebra I, Geometry, Algebra II; and one each for the three courses in the integrated high school pathway Mathematics II, Mathematics II, and Mathematics III).* At the request of various states and other entities, the Dana Center has populated this *Instructional Materials Analysis and Selection* tool with standards from the *Common Core State Standards for Mathematics* for use by local districts in selecting instructional materials aligned with these standards.

Note that the copyright of the Common Core State Standards for Mathematics is held by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (collectively, NGA Center/CCSSO). This use of the CCSS for Mathematics is done under the CCSS Terms of Use, available at www.corestandards.org/terms-of-use. Specifically, this work is done under the Terms of Use "non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for non-commercial purposes that support the Common Core State Standards Initiative." For a complete copy of the Common Core State Standards for Mathematics as well as the CCSS for Mathematics, Appendix A: Designing high school mathematics courses based on the Common Core State Standards, go to www.corestandards.org/the-standards.

October 2010 release.

We welcome your comments and suggestions for improvements—please send to dana-txshop@utlists.utexas.edu or the address in the copyright section above.

About the Charles A. Dana Center at The University of Texas at Austin

The Dana Center works to raise student achievement in K-16 mathematics and science, especially for historically underserved populations. We do so by providing direct service to school districts and institutions of higher education; to local, state, and national education leaders; and to agencies, nonprofits, and professional organizations concerned with strengthening American education.

The Center was founded in 1991 at The University of Texas at Austin. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address emerging issues; creating and delivering professional supports for educators and education leaders; and writing and publishing education resources, including student supports. Our staff of more than 60 has worked with dozens of school systems in nearly 20 states and with 90 percent of Texas's more than 1,000 school districts. We are committed to ensuring that the accident of where a child attends school does not limit the academic opportunities he or she can pursue.

For more information about our programs and resources, see our homepage at www.utdanacenter.org. To access our resources (many of them free), see our products index at www.utdanacenter.org/products. And to learn more about our professional development—and sign up online—go to www.utdanacenter.org/pd.

^{*} For the high school course sequences, we relied on the Common Core State Standards Mathematics Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards, developed for the CCSS initiative by Achieve, Inc., which convened and managed the Achieve Pathways Group.

Acknowledgments

Unless otherwise noted, all staff listed here are affiliated with the Dana Center.

Project director

Laurie Garland, director of program and product development Sam Zigrossi, senior advisor

Developers and facilitators

Patti Bridwell, senior program coordinator for leadership Laurie Garland, director of program and product development Tom McVey, professional development team lead Sam Zigrossi, senior advisor

Our thanks

We gratefully acknowledge the more than 100 school districts and thousands of educators who have informed the development of these resources.

Editorial and production staff

Cara Hopkins, proofreader
Rachel Jenkins, consulting editor
Tom McVey, professional development team lead
and print production manager
Phil Swann, senior designer

Table of contents

Introduction	1
	2
Scoring Rubric and Documentation Forms	5
Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice	6
Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Content	14

Introduction

Phase 1: Studying the Standards

Phase 2: Narrowing the Field of Instructional Materials

Phase 3: Assessing Mathematical Content Alignment

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, participants conduct an in-depth review of the 2-3 instructional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cite examples to justify their score for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

Implementation

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality...). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, curriculum priorities/challenges, or ideas that typically make up a greater portion of instruction in particular grade levels/courses. In most cases, Phase 3 will identify the one resource that is best aligned.

Step-by-Step Instructions

- 1. Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see note above for selecting the area, topic, or big idea).
- 2. Independently, committee members use their current resource, the identified big idea (and associated pages in that resource), and the Phase 3 rubric to score and document the extent to which the material (content and processes) aligns to the standards.
- 3. In small groups, committee members share their scoring and justifications. Small groups come to consensus on how the current resource would score on this big idea.
- 4. Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
- 5. Clarify any misunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected materials.

The Charles A. Dana Center

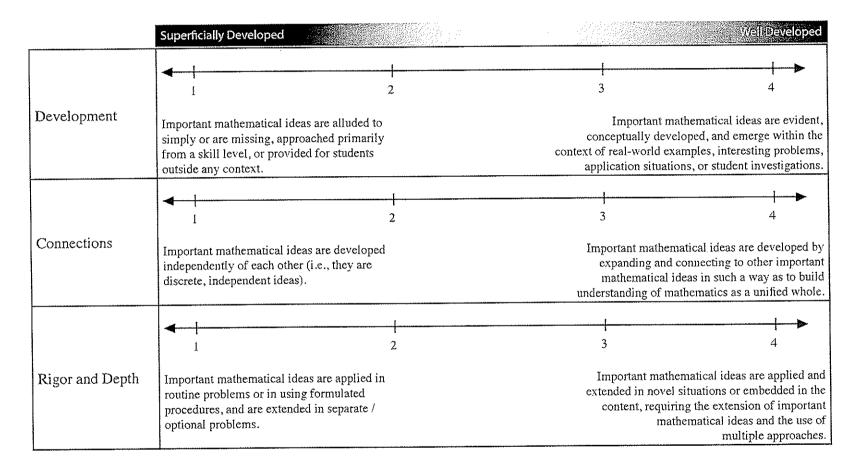
- 6. Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade/course. If the group size is large, more areas, topics, big ideas can be examined within each grade level/course.
- 7. Make sure committee members have multiple copies of the Phase 3 rubric.
- 8. Committee members apply the Phase 3 rubric for each of the materials.
- 9. Establish a time line for groups to complete and submit Phase 3 documentation.
- 10. Establish a data collection and analysis process to attain a rating for each resource.

Materials and Supplies

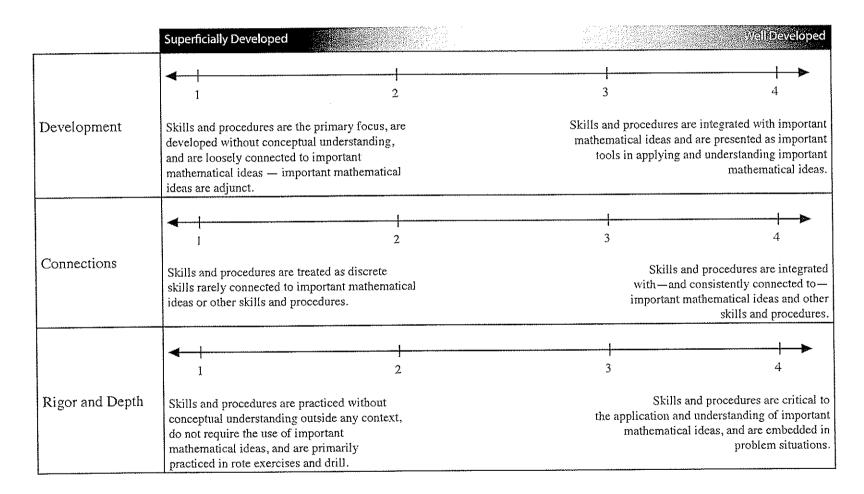
- Phase 3: Assessing Mathematical Content Alignment black line master multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

Phase 4: Assessing Vertical Alignment of Instructional Materials

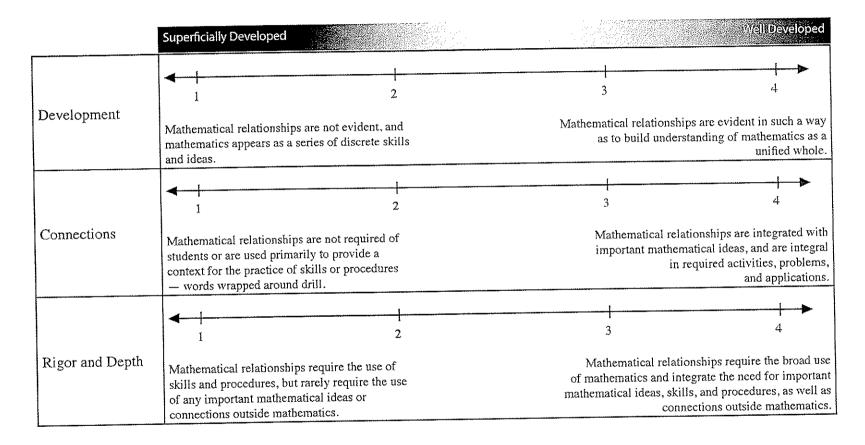
Important Mathematical Ideas: Understanding the scoring



Skills and Procedures: Understanding the scoring



Mathematical Relationships: Understanding the scoring



Reviewed By:	
Title of Instructional Materials:	

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

↔



Reviewed By:	
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

p. 0. 28, 50, 56, 76, 78, 84, 189, 133, 139, 134, 151, 182, 190, 202, 218

Summary/Justification/Evidence



Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.
(149,69,148,196,253,285,347)
(389,443,499,554-555.587)

Summary/Justification/Evidence

Overall Rating

instructional materials (if any):



Portions of the mathematical practice that are missing or not well developed in the

Reviewed By:	
Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating

Reviewed By:	
Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Overall Rating

instructional materials (if any):



Portions of the mathematical practice that are missing or not well developed in the

Reviewed By:	
Title of Instructional Materials:	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5-3(x-y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed. 363:404,419,436-440,441-445

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

P.38,40, 70,90,137,140,170, 216,269,263,280,279,334, 342,405,423,462,462,498,520,554, Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are mathematical problems. met. Cite examples from the materials. 7.RP.1 Important Mathematical Ideas Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/2 miles per hour, equivalently 2 miles per hour. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

The Charles A. Dana Center

14

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. mathematical problems. 7.RP.2a Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. 3 a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the Skills and Procedures origin. Mathematical Relationships 2 3 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 5-3,00-10 developed in the instructional materials (if any):

Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
 7.RP.2b 2. Recognize and represent proportional relationships between quantities. b. Identify the constant of proportionality (unit rate) in tables, graphs, 	Important Mathematical Ideas 1 2 3 4
equations, diagrams, and verbal descriptions of proportional relationships.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation met. Cite examples from the	materials.	ne domain, clus	ter, and stand	alu ale
7.RP.2c	Important Mathematical Ideas	(1)			
2. Recognize and represent proportional relationships between quantities.		1/	2	3	4
c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1		3	
	Summary / Justification / E	vidence	Ting up	proport	nì ans
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Order Sund Constitution Constit			`	Marine and a series
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction	ıster, and s	tandard that are		and the same of th

Reviewed By:	
Title of Instructional Materials:	

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. mathematical problems. 7.RP.2d Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 17-675-3,00-15 developed in the instructional materials (if any): Overall Rating

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP

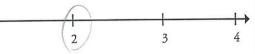
mathematical problems.

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

7.RP.3

Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

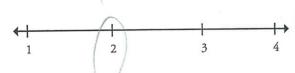
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



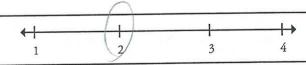
Indicate the chapter(s), section(s), and/or page(s) reviewed.

6-7,6-8,9-7

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. met. Cite examples from the materials. 7.NS.1a Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make Skills and Procedures 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.1b Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. b. Understand p + q as the number located a distance |q| from p, in the Skills and Procedures positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 1-6,1-7 developed in the instructional materials (if any): Overall Rating

Reviewed By:		
Title of Instructional Materials:		

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7.NS.1c

- Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - c. Understand subtraction of rational numbers as adding the additive inverse, p-q=p+(-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

1-7, CC-1

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



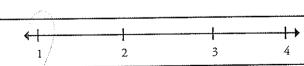
Summary / Justification / Evidence

\$-3₉,70

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

89 5

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.1d Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. d. Apply properties of operations as strategies to add and subtract Skills and Procedures rational numbers. Mathematical Relationships 3 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 1-7, 1-70 CC-1 developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.2a Important Mathematical Ideas 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the Skills and Procedures properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing realworld contexts. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 1-8,00-8 developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. met. Cite examples from the materials. 7.NS.2b Important Mathematical Ideas 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) Skills and Procedures is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. 7-8,00-3 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): -45000Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ter, and stand	ard are
7.NS.2c2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Important Mathematical Ideas		2	3	
c. Apply properties of operations as strategies to multiply and divide rational numbers.	Skills and Procedures		2	3	<u> </u> 4
	Mathematical Relationships		2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluster, and standard that are missing or not wel developed in the instructional materials (if any):				
	Overall Rating		2	3	

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are ematerials.				
 7.NS.2d 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. 	Important Mathematical Ideas Skills and Procedures Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$				

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, cli	uster, and standa	nu are
7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. ¹	Important Mathematical Ideas	← 1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
1 Computations with rational numbers extend the rules for manipulating fractions to complex fractions. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction	uster, and s	tandard that Is (if any):	are missing or n	ot well
	developed in the measure				
	Overall Rating		2	1 3	- 4

Reviewed By:	
Title of Instructional Materials:	

Use properties of operations to generate equivalent expressions.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ter, and stand	dard are
7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Important Mathematical Ideas		2	3	4
	Skills and Procedures		 2	3	4
	Mathematical Relationships		2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	uster, and sta onal material	andard that are s (if any):	missing or r	not well
	No Pos	x.0			
	Overall Rating	(- 1)	2	- 3	4

Reviewed By:	
Title of Instructional Materials:	

Jse properties of operations to generate equivalent expressions.	Summary and documentation met. Cite examples from the	n of how to materials	the domain, cluste	er, and stande	
7.EE.2	Important Mathematical Ideas		2	3	
Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	Skills and Procedures	<u>+ </u>	$\frac{1}{2}$	3	
	Mathematical Relationships	1	2	3	
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3-3,6-6,6-7,9-8,9-86 3	Portions of the domain, cl developed in the instruction	uster, and onal mate	standard that are rials (if any):	missing of n	ot wen
		Sec. 1			
	Overall Rating	(- (1) -	3	1 → 4

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Solve real-life and mathematical problems using numerical and algebraic expressions and equations. met. Cite examples from the materials. 7.EE.3 Important Mathematical Ideas Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and Skills and Procedures estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50. for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on Mathematical Relationships the exact computation. Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

3

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Summary and documentatio met. Cite examples from the	n of how the materials.	domain, cluste	r, and standar	uate
 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. 	Important Mathematical Ideas		2	3	4
a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to	Skills and Procedures		2	3	4
an arithmetic solution, identifying the sequence of a rectangle is used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships		2	3	
	Summary / Justification / E	Evidence			
	Portions of the domain, cl developed in the instructi	uster, and sta onal materials	ndard that are ; (if any):	missing or no	ot well
	Overall Rating		2	3	4

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Solve real-life and mathematical problems using numerical and met. Cite examples from the materials. algebraic expressions and equations. 7.EE.4b Important Mathematical Ideas 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. b. Solve word problems leading to inequalities of the form px + q > rSkills and Procedures or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and Mathematical Relationships describe the solutions.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

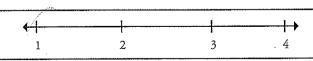
CC-6

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Not Bord

Summary / Justification / Evidence

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, cl	uster, and standa	ard are
7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	[→ 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Focus				
5-5,5-6,5-62	Portions of the domain, cludeveloped in the instruction	ıster, and st nal material	andard that a s (if any):	are missing or no	ot well
		* مدير			
	Overall Rating	(2	1 3	

Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	gures and describe the Summary and documentation of how the domain, cluster, and s met. Cite examples from the materials.				
7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Important Mathematical Ideas		2	3	4
	Skills and Procedures		2	3	
	Mathematical Relationships			3	
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	uster, and sta onal material	andard that are s (if any):	missing or r	ot well
	Not nou	r.å			
	Overall Rating	(+ 1)	1 2	- - 3	 4

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation met. Cite examples from the	on of how the e materials.	e domain, clus	ster, and stand	lard are
Important Mathematical Ideas	<u> </u>			
		2	3	4
Skills and Procedures	1)	2	3	4
Mathematical Relationships		2	3	
Summary / Justification / E	Evidence			
developed in the instruction	onal material	andard that ar s (if any):	e missing or r	not well
Not four	À			
	met. Cite examples from the Important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / E	met. Cite examples from the materials. Important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / Evidence	met. Cite examples from the materials. Important Mathematical Ideas Skills and Procedures Wathematical Relationships Summary / Justification / Evidence Portions of the domain, cluster, and standard that ar developed in the instructional materials (if any):	Important Mathematical Ideas 1 2 3 Skills and Procedures 1 2 3 Mathematical Relationships 1 2 3 Mathematical Relationships 1 2 3 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or redeveloped in the instructional materials (if any):

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 7 - GEOMETRY - 7.G

Solve real-life and mathematical problems involving angle measure. Summary and documentation of how the domain, cluster, and standard are area, surface area, and volume. met. Cite examples from the materials. 7.G.4 Important Mathematical Ideas Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. 8-5,8-5a Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

Reviewed By:

Title of Instructional Materials:

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
7-2	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Only One-Step Egs. Found
	Overall Rating $\begin{array}{c cccc} & & & & & & & & & & & & \\ & & & & & & $

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation of how the met. Cite examples from the materials.	domain, c	luster, and standa	ard are
7.G.6	Important Mathematical Ideas		-4	
Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	1	2	3	4
	Skills and Procedures	2	3	4
	Mathematical Relationships 4	2	3	 → 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence			
8-2/3-3/3-4/8-9/3-15	Portions of the domain, cluster, and star developed in the instructional materials		are missing or no	ot well
	Overall Rating 1	- 1 2	1 3	4

Reviewed By:	
Title of Instructional Materials:	

Use random sampling to draw inferences about a population.	Summary and documentation of how the domain, o met. Cite examples from the materials.	luster, and standard are
7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative	Important Mathematical Ideas	3 4
of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Skills and Procedures	3 4
	Mathematical Relationships 1 2	3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Repulation / Sample +	bound in
11-4	Portions of the domain, cluster, and standard that developed in the instructional materials (if any):	are missing or not well
	Overall Rating	3 4

Reviewed By:	
Title of Instructional Materials:	

Use random sampling to draw inferences about a population.	Summary and documentation met. Cite examples from the	n of how the materials.	domain, ciusu	er, and standa	
7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or	Important Mathematical Ideas		2	3	4
mulated samples) of the same size to gauge the variation in estimates mulated samples) of the same size to gauge the variation in estimates predictions. For example, estimate the mean word length in a book by endomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the stimate or prediction might be.	Skills and Procedures	\ 1	2	3	 → 4
	Mathematical Relationships		2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					7.
11-5, <<-10	Portions of the domain, cludeveloped in the instruction	onal material	S (II ally).	missing or no	ot well
	Overall Rating	4 /1/		3	4

Reviewed By:	
Title of Instructional Materials:	

Draw informal comparative inferences about two populations.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	iter, and Stallu	alu ale
7.SP.3 Informally assess the degree of visual overlap of two numerical data	Important Mathematical Ideas		2	3) 4
distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	Skills and Procedures	1)	2	3	4
	Mathematical Relationships	√ 1	2	3	4
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
CC-13	Portions of the domain, cl developed in the instruction	onal materia	tandard that ar ils (if any):	e missing or r	ot well
	Not Aw	ģ			
	Overall Rating	(1)	2	3	

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.SP

Summary and documentation of how the domain, cluster, and standard are Draw informal comparative inferences about two populations. met. Cite examples from the materials. 7.SP.4 Important Mathematical Ideas Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well 1-10h developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentati met. Cite examples from th	on of how the materials.	e domain, cli	uster, and stand	aru are
7.SP.5	Important Mathematical Ideas				
Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.		Ţ	2	3/	4
	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / I	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / I	en C			
	Portions of the domain, cl developed in the instructi	uster, and st onal materia	tandard that a ls (if any):	are missing or n	ot well
		and the second s			
	Overall Rating				

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how the materials.	domain, cli	uster, and standa	ard are
7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the	Important Mathematical Ideas	1	2	3	4
probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
12-1, 12-2, 12-2a	Portions of the domain, cludeveloped in the instruction	ister, and star	ndard that a (if any):	re missing or no	t well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materi	als:

nvestigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	e materials.	ne domain, ciu	ster, and standa	
7.SP.7a	Important Mathematical Ideas	4 			
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.		1	2	3	4
a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	.3.	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	Evidence			
indicate the chapter(s), societies, and the second	Portions of the domain, cludeveloped in the instruction	uster, and s onal materi	standard that a als (if any):	re missing or no	t well
		a company constraint for			
	Overall Rating	(2	-+	4

Reviewed By:

Title of Instructional Materials:

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how the materials.	domain, cit	ister, and standa	——
 7.SP.7b Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the 	Important Mathematical Ideas	1	2	3	4
agreement is not good, explain possible sources of the discrepancy.	Skills and Procedures	(-)
observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?		1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E				_,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
12-2, 12-20, 12-26	Portions of the domain, cl developed in the instruction	uster, and sta onal materials	indard that a s (if any):	are missing or no	ot well
		<u>,</u>		<u> </u>	
	Overall Rating	{ 	2	3	

Reviewed By:	
Title of Instructional Materials:	

nvestigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, cli	uster, and standa	
7.SP.8a	Important Mathematical Ideas	(_ _ _			
 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.]	2	$\begin{pmatrix} 3 \end{pmatrix}$	4
a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Skills and Procedures	← 1	2	3	
	Mathematical Relationships	1	2	3	 -
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	Evidence			
12-4	Portions of the domain, cludeveloped in the instruction	uster, and stonal materia	tandard that als (if any):	are missing or no	ot well
	Overall Rating	 	 	1 3	4

Reviewed By:

Title of Instructional Materials:

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.SP.8b8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas 1 2 3 4
b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
12-3,12-4	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Reviewed By:	
Title of Instructional Materials:	

nvestigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the	materials.	domain, ciuse	SI, and Starran	
7.SP.8c 3. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas		2	3	4
c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	Skills and Procedures		2	3	4
	Mathematical Relationships		2	3	4
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
12-4, CC-14	Portions of the domain, cl developed in the instructi	onal material	andard that are is (if any):	missing or n	ot well
	Not Pow	Ž.			
	Overall Rating	4	2	3	4

Instructional Materials Analysis and Selection

Nothing in Assert 2)

Charlescept Asserts (4.5)

Charlescept Asserts

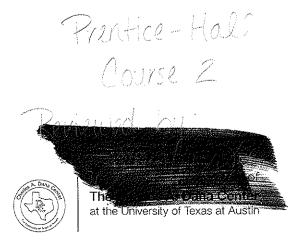
Charlescept Asserts

Charlescept Asserts

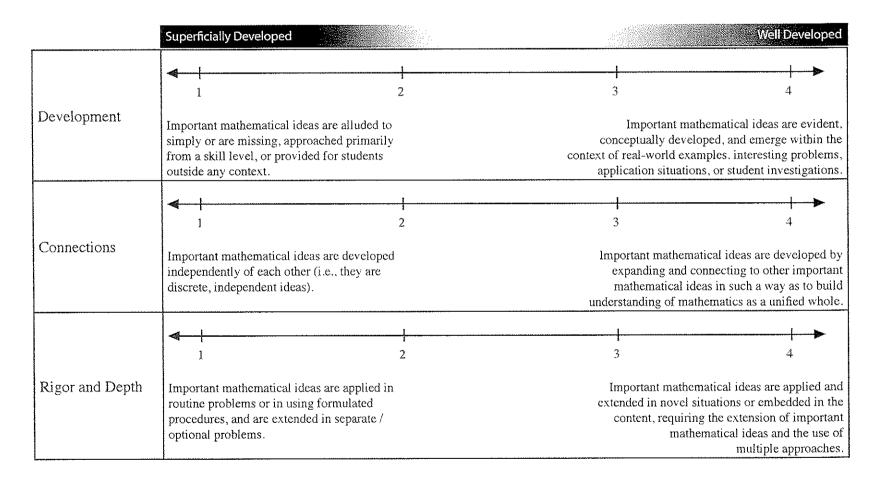
Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Grade 7

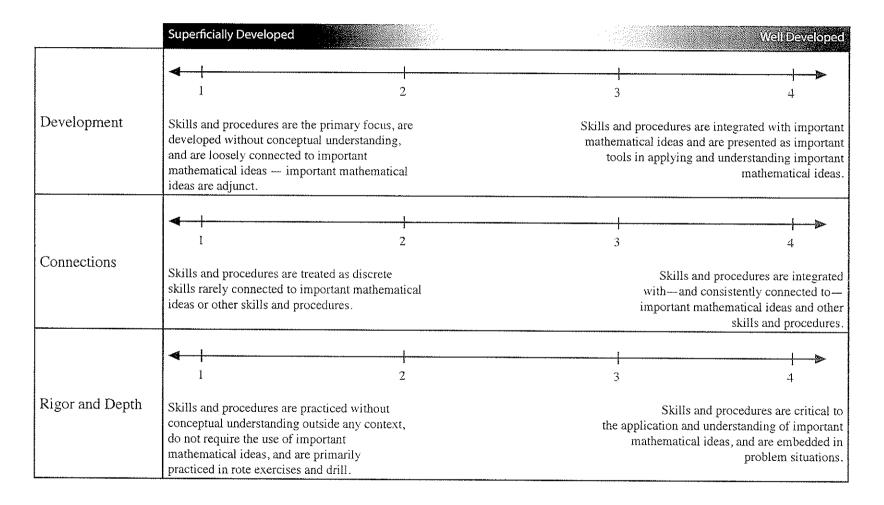
Open 1 Too rough 2 to stuff to the down to meet 200 1 mean 100 to the most of the most of the start of the st



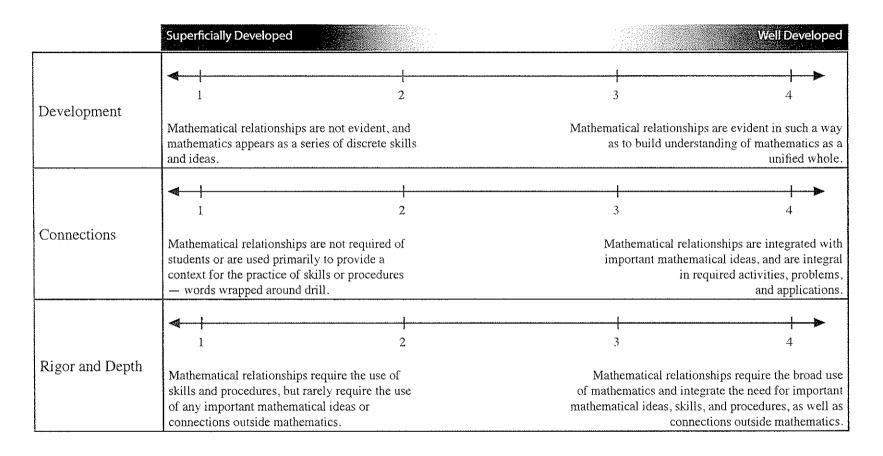
Important Mathematical Ideas: Understanding the scoring



Skills and Procedures: Understanding the scoring



Mathematical Relationships: Understanding the scoring



The Charles A. Dana Center 5

	Reviewed By:
Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:
1. Make sense of problems and persevere in solving them.	
givens, constraints, relationships, and goals. They make conjecture simply jumping into a solution attempt. They consider analogous p gain insight into its solution. They monitor and evaluate their prograthe problem, transform algebraic expressions or change the viewing proficient students can explain correspondences between equations relationships, graph data, and search for regularity or trends. Young solve a problem. Mathematically proficient students check their and	es the meaning of a problem and looking for entry points to its solution. They analyze about the form and meaning of the solution and plan a solution pathway rather than problems, and try special cases and simpler forms of the original problem in order to ress and change course if necessary. Older students might, depending on the context of a window on their graphing calculator to get the information they need. Mathematically so, verbal descriptions, tables, and graphs or draw diagrams of important features and ger students might rely on using concrete objects or pictures to help conceptualize and swers to problems using a different method, and they continually ask themselves, "Does a solving complex problems and identify correspondences between different approaches."
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Summary/Justification/Evidence Students oren't asked to solve OMERIX DYOBJENIS WI MENTIPLE SK OM A MONYOPPINES. Thou ACM'T DOY'S	Overall Rating 1 1 3 4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Just a lot a computation...

Overall Rating



R	Reviewed By:
Documenting Alignment to the Standards for Mathematical Practice	itle of Instructional Materials:
3. Construct viable arguments and critique the reasoning of others.	
make conjectures and build a logical progression of statements to explore them into cases, and can recognize and use counterexamples. They justify the of others. They reason inductively about data, making plausible arguments proficient students are also able to compare the effectiveness of two plausible and—if there is a flaw in an argument—explain what it is. Elementary studing diagrams, and actions. Such arguments can make sense and be correct, ever	definitions, and previously established results in constructing arguments. They he truth of their conjectures. They are able to analyze situations by breaking their conclusions, communicate them to others, and respond to the arguments that take into account the context from which the data arose. Mathematically ble arguments, distinguish correct logic or reasoning from that which is flawed, ents can construct arguments using concrete referents such as objects, drawings, in though they are not generalized or made formal until later grades. Later, is at all grades can listen or read the arguments of others, decide whether they
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Summary/Justification/Evidence Not read up of pooling for Johnson Jeuden's Communication botween Jeuden's of critiquing of incorrect arsiners	Overall Rating 1 3 4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

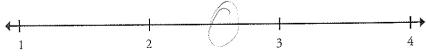
Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Some modeling ont adoud chips. computers en southboxs, fractions





Reviewed By:	
Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Some tools were used but not on a requirer biss

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Documenting Alignment to the Standards for Mathematical Practice	Reviewed By: Title of Instructional Materials:
7. Look for and make use of structure.	
the same amount as seven and three more, or they may sort a colle 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the sign auxiliary line for solving problems. They also can step back for an	or structure. Young students, for example, might notice that three and seven more is ection of shapes according to how many sides the shapes have. Later, students will see a learning about the distributive property. In the expression $x^2 + 9x + 14$, older students histoance of an existing line in a geometric figure and can use the strategy of drawing an an overview and shift perspective. They can see complicated things, such as some algebraic jects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square real numbers x and y .

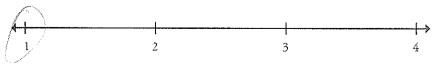
Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

No room for potterns when concepts Jon't overlap

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentati met. Cite examples from the			ster, and sta	ndard are
7.RP.1		······································			
Compute unit rates associated with ratios of fractions, including ratios of	Important Mathematical Ideas	4-			$\overline{\oplus}$
lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction ^{1/2} / _{1/4} miles per hour, equivalently 2 miles per hour.		****	2	3	4
	Skills and Procedures				\longrightarrow
		ì	2	3	4
	Mathematical Relationships	<i>a</i> 1	ı	ì	
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Indicate the chapter(s), section(s), and/or page(s) reviewed. Classons 5/1, 5/2, 5/4, 5/5 CC - 7 7	Portions of the domain, clu developed in the instruction			e missing or	not well
1 Jabo	Overall Rating	<i>a</i> .L		1	
		1	2	3	4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentation met. Cite examples from the			ster, and stanc	lard are
7.RP.2a2. Recognize and represent proportional relationships between quantities.a. Decide whether two quantities are in a proportional relationship, e.g.,	Important Mathematical Ideas	4	2		→ 4
by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	Skills and Procedures	1		3	
	Mathematical Relationships	1		3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence	Don P. 2	242	
Jesson 5,3 (CC-10?) 5.30 lào	Portions of the domain, clus developed in the instruction	nal materia			•
	Overall Rating	←I	1 0	3	- → 4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentati met. Cite examples from th		ne domain, clu	ster, and stand	lard are
7.RP.2b 2. Recognize and represent proportional relationships between quantities. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional	Important Mathematical Ideas		2	3	4
equations, diagrams, and verbal descriptions of proportional relationships.	Skills and Procedures		2	3	4
	Mathematical Relationships		2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed. Alsson 5, 2 Alsson 5, 3 30-1/7	Summary / Justification / E Very little apps	ividence COYW2	tion to	mal-u	ald
	Portions of the domain, cludeveloped in the instruction	nal materials	s (if any):		
	Skill of dvill Overall Rating	(10 to	1 biles g	70 0 ks . 29 	√ → 4

The Charles A. Dana Center

16

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP

Analyze proportional relationships and use them to solve real-world and Summary and documentation of how the domain, cluster, and standard are mathematical problems. met. Cite examples from the materials. 7.RP.2c Important Mathematical Ideas 2. Recognize and represent proportional relationships between quantities. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the Skills and Procedures number of items can be expressed as t = pn. Mathematical Relationships Summary / Justification / Evidence Good activities or SPS of 2-9 Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Justin 5.4 Marine developed in the instructional materials (if any): CC-11 not available 695 p, 249 Make skill & drill w/o connections, y Overall Rating

R	eviewed By:				
\mathbf{T}	tle of Instructional Material	s:			
MATHEMATICS: GRADE 7 – RATIOS AND PROPORTIONAL RELATI	ONSHIPS – 7.RP				
Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentati met. Cite examples from the	on of how the d	lomain, clus	ter, and stand	lard are
7.RP.2d					
2. Recognize and represent proportional relationships between quantities.	Important Mathematical Ideas	(+ 1)			
 d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. 			2	3	4
W MIL	Skills and Procedures	4	2	3	
At a start of the	Mathematical Relationships		2	3	
April 1	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	> Boding act	vitios			
Lessons 10.2, 10,3 CC-10?	Portions of the domain, cludeveloped in the instruction	nal materials (if	ard that are r any):	missing or no	t well
	No connection,	god bet			oral
	Overall Rating	4	1		

Reviewed By:	
	-
Title of Instructional Materials:	

MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.	Summary and documentat met. Cite examples from the		ne domain, clu	ster, and stan	dard are
7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.	Important Mathematical Ideas	4			→
Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.			2	3	4
	Skills and Procedures		2	 3	4
		À	_	-	*
	Mathematical Relationships		2	3	4
	Summary / Justification / E				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	6.76 Acti	ity I	ab is t	est praj	9
Jessons 6.7, 6.8, 9,7	Portions of the domain, cludeveloped in the instruction No CONTROLLON	nal materials	s (if any)		
	Overall Rating		1 2		

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions Summary and documentation of how the domain, cluster, and standard are to add, subtract, multiply, and divide rational numbers. met. Cite examples from the materials. 7.NS.1a Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make Skills and Procedures 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Lesson 1.7 plus lab Aesson 3.2 Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. to add, subtract, multiply, and divide rational numbers. 7.NS.1b Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. b. Understand p + q as the number located a distance |q| from p, in the Skills and Procedures positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. Mathematical Relationships Summary / Justification / Evidence Good activity or p. 36-37 w/ chips While a Boroackies indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Hessons 1,6+1.7 developed in the instructional materials (if any): No decimals of fractions Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentati met. Cite examples from the			ster, and stand	lard are
7.NS.1c1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Important Mathematical Ideas	∢ 1	1		4
c. Understand subtraction of rational numbers as adding the additive inverse, $p-q=p+(-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Skills and Procedures	∢ 1		3	4
	Mathematical Relationships	∢ 1	1)	3	 }
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E			olhing refull	
Lesson 1,7 cc-13	Portions of the domain, clu developed in the instruction	nal materia	ıls (if any):	missing or no	t well
	Overall Rating	4 1	1 2	3	

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions Summary and documentation of how the domain, cluster, and standard are to add, subtract, multiply, and divide rational numbers. met. Cite examples from the materials. 7.NS.1d Important Mathematical Ideas 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. d. Apply properties of operations as strategies to add and subtract Skills and Procedures rational numbers. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Hesson 17 & lab CC-18 i vatavallable Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the		lomain, cluster,	and standard	l are
7.NS.2a2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Important Mathematical Ideas		2	3	} > 4
a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real- world contexts.	Skills and Procedures		2	3	} > 4
	Mathematical Relationships		2	3	├ ≫ 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.		1/25	RISTUC	The State of	
	Portions of the domain, clu developed in the instruction	nal materials (if	any):	_	
Alsson 1.8 CC-2?	Skill + dr	-	b fractio	ms of (dec.
	Volu, Qi	Hereld	istribut	ive pro)D.
	Overall Rating		 	1	
		1	∠	3	'i

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions Summary and documentation of how the domain, cluster, and standard are to add, subtract, multiply, and divide rational numbers. met. Cite examples from the materials. 7.NS.2b Important Mathematical Ideas 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) Skills and Procedures is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts. Mathematical Relationships Summary / Justification / Evidence indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 4055011, 1.8 CC-3? Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.NS.2c2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Important Mathematical Ideas 1 1 1 1 1 2 3 4
 Apply properties of operations as strategies to multiply and divide rational numbers. 	Skills and Procedures 1
	Mathematical Relationships 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
CC-Z & CC-3	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the	ion of how the domain, cluster, and standard are e materials.
7.NS.2d2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Important Mathematical Ideas	1 1 3 4
d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Skills and Procedures	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex	vidence I who hads and individuo ed. I = s ! Not toogether!
desson 2.6 + 2.7 y with 18	developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard a e materials.
7.NS.3		
Solve real-world and mathematical problems involving the four operations with rational numbers. ¹	Important Mathematical Ideas	2 3
	Skills and Procedures	
	Mathematical Relationships	
Computations with rational numbers extend the rules for manipulating fractions to complex actions.	Summary / Justification / Ev	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Assons 1,3,1,4,1,8,3,4,3,5	Portions of the domain, cludeveloped in the instruction	ster, and standard that are missing or not well nal materials (if any):
Alssons 1,3,1.4,1.8,3.4,3,5	would this y	Price tions we recommend
	Overall Rating	←

Reviewed By:	
Title of Instructional Materials:	

Use properties of operations to generate equivalent expressions.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				dard are
7.EE.1			_	_	
Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Important Mathematical Ideas		2	3	 → 4
	Skills and Procedures		2	3	
	Mathematical Relationships		2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
2014 C	Portions of the domain, cludeveloped in the instruction			missing or n	ot well
	00404	0.70	inble		
	Nothing 29 3	gy in	dia Di	ce term	S
	Overall Rating	(1)			→
	Parameter	$\setminus \nu$	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Use properties of operations to generate equivalent expressions.	Summary and documentati met. Cite examples from the			ster, and stan	dard are
7.EE.2	Important Mathematical Ideas				
Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	important Mathematical fueas	1	2	3	4
manapy by 7,000.	Skills and Procedures	∢ 1		3	 +>
	Mathematical Relationships	1		3	
	Summary / Justification / E		,		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	9-8 is prat	tyge	od.		
Lessons 6.4,6.6,6.7,9-8	Portions of the domain, clu developed in the instruction			missing or n	ot well
					· · · · · · · · · · · · · · · · · · ·
	Overall Rating	1	1 2	3	

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.EE.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

1
2

Skills and Procedures

Mathematical Relationships

Indicate the chapter(s), section(s), and/or page(s) reviewed.

On 1-2,3,4 2-6 3-12,3,45 6-7,3,45,578 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Sans and 70t well-on 19 and all sepenate

Overall Rating

Summary / Justification / Evidence

Title of Instructional Materials:					
So	THEMATICS: GRADE 7 – EXPRESSIONS AND EQUATIONS – 7.E. Ive real-life and mathematical problems using numerical and pebraic expressions and equations.	Summary and documentation		er, and stan	dard are
	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	Important Mathematical Ideas	1	3	
	a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	Skills and Procedures	1	3	4

Reviewed By:

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Jesmis 4-5 + 4-6

Summary / Justification / Evidence

Solving equations in px+q=r form is here but not p(x+q)=rPortions of the domain, cluster, and standard that are missing or not well

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

Mathematical Relationships

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems using numerical and Summary and documentation of how the domain, cluster, and standard are algebraic expressions and equations. met. Cite examples from the materials. 7.EE.4b Important Mathematical Ideas 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. b. Solve word problems leading to inequalities of the form px + q > rSkills and Procedures or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and Mathematical Relationships describe the solutions. Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
7.G.1					
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Important Mathematical Ideas	1	2	3	
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev		2	1	**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	5.00 oct	WHY	Labis	5 good	,
1,1050015 5-5 and 5-6	Portions of the domain, cludeveloped in the instruction			missing or n	ot well
ativity and	Overall Rating		}		

Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.	ire
7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a	Important Mathematical Ideas 2 3	 → 4
unique triangle, more than one triangle, or no triangle.	Skills and Procedures 2 3	→ 4
	Mathematical Relationships 2 3	→ 4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
CC-8?	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	I
	Overall Rating 1 1 1 1 1 2 3 4	>

Reviewed By:	
Title of Instructional Materials:	

Draw, construct, and describe geometrical figures and describe the relationships between them.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.	re
7.G.3		
Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Important Mathematical Ideas 1 3	 → 4
	Skills and Procedures 1 3	 → 4
	Mathematical Relationships 1 3	 → 4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Some nets on p.414-416 Nothing wheat-will confid	i de la compania de l
CC-9?	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	- P-
	Overall Rating 1 1 1 3 4	—- ->

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentation met. Cite examples from the		ster, and stan	dard are
7.G.4	Important Mathematical Ideas			1 >
Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	in postaris mainematical races	1	3	4
	Skills and Procedures		3	4
	Mathematical Relationships		3	}
	Summary / Justification / Ev	,		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	SKILL+	DRILL		
Lesson 8.5 & activity lab	Portions of the domain, clus developed in the instruction	ster, and standard that are nal materials (if any):	missing or n	ot well
Ans. Ank.	3			
	Overall Rating	1 2	3	4

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentati met. Cite examples from the		ne domain, clus	ster, and stand	dard are
7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Important Mathematical Ideas				
		4	2	3	4
	Skills and Procedures		2	3	
	Mathematical Relationships		2	3	}->
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Alsson 7-2	Portions of the domain, cludeveloped in the instruction All CONCLISTS All CONCLISTS	nal materials	s (if any):	,	/
	Overall Rating		2	3	

Reviewed By:	
Title of Instructional Materials:	

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Summary and documentate met. Cite examples from the			ster, and stand	lard are
7.G.6	Important Mathematical Ideas			•	1 .
Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Impurant waitematicas ideas		2	3	4
	Skills and Procedures			1	
			2	3	4
1 Missign	Mathematical Relationships		[3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	Evidence			
	Portions of the domain, clu	seter and et	andard that are	missing or no	nt well
1 300000	developed in the instruction	nal material	e (if any):	_	7. HOII
Jesson 8-4, 8-3, 6-4,	1/21/4/2/11/10	105	-Weid -Whi	apps	
Hesson 8-2, 8-3, 8-4, 8-9, 8-10	11.0111		10te /	yachic	2
	Overall Rating	(Y)			
	***************************************		2	3	4

Reviewed By:	
Title of Instructional Materials:	

Use random sampling to draw inferences about a population.	Summary and documentati met. Cite examples from th	on of how the domain, cluster, and standard are e materials.
7.SP.1	Important Mathematical Ideas	
Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce	important indialentation races	1 2 3 4
representative samples and support valid inferences.	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / E	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Paty	pood troblems
desson 1-4	Portions of the domain, clu developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Reviewed By:	
Title of Instructional Materials:	

Use random sampling to draw inferences about a population.	Summary and documentation met. Cite examples from the			uster, and stand	lard are
7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or	Important Mathematical Ideas	1	2		 → 4
simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	Skills and Procedures	1	2	3	 →
	Mathematical Relationships	∢ 1	2	1 3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
dessor 11-5 00-12?	Portions of the domain, cluded developed in the instruction			re missing or no	t well
	Overall Rating	1	1 2		 → 4

Reviewed By:	
Title of Instructional Materials:	

Draw informal comparative inferences about two populations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7.SP.3	
Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm	Important Mathematical Ideas 2 3 4
greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	Skills and Procedures 2 3 4
	Mathematical Relationships 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
CC-13?	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Not available to some
	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Draw informal comparative inferences about two populations.	Summary and documentati met. Cite examples from th			ster, and stand	lard are
7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two	Important Mathematical Ideas		1 2	3	4
populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	Skills and Procedures		2	3	
	Mathematical Relationships	9	2	3	 -> 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	The state of the s				
Activity Hab 1-10b	Portions of the domain, cludeveloped in the instruction	nal materia	ls (if any):	-	ot well
	Overall Rating	1	2	3	

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentati met. Cite examples from the	on of how the do	main, cluster, a	and standard are
7.SP.5	Important Mathematical Ideas	4	-	
Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.		I	2	3 4
	Skills and Procedures	1	2	3 4
	Mathematical Relationships	1	2	3
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / En		îfe 2xc	imples
Lesson 12-1	Portions of the domain, clu developed in the instruction	ster, and standard nal materials (if a	d that are miss ny):	ing or not well
	Overall Rating	1 2		3 4

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models. Summary and documentation of how the dormet. Cite examples from the materials.			ne domain, clu	uster, and stand	lard are
7.SP.6					
Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Important Mathematical Ideas .	1	2	3	4
	Skills and Procedures	1	2		
	Mathematical Relationships	←	2		4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Jessen 12-1 12-2	Portions of the domain, clu developed in the instruction			e missing or no	ot well
AND AND A					
Jalo de	Overall Rating	 			

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the			iter, and stand	dard are
7.SP.7a					
 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. 	Important Mathematical Ideas	1	2	3	
a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Skills and Procedures	1	1 2	3	
	Mathematical Relationships	1		3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
desson 12-2 + activity hobs	Portions of the domain, cluded developed in the instruction	ster, and s	standard that are als (if any):	missing or no	ot well
	Overall Rating	4 1	1	3	4

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the		•	uster, and stand	lard are
 7.SP.7b 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. 	Important Mathematical Ideas	1		3	4
b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Skills and Procedures	1	1 2	3	4
	Mathematical Relationships	1		3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					THE PARTY PARTY IN
-Jesson 12-1	Portions of the domain, cludeveloped in the instruction		Is (if any):	e missing or no	ot well
	Overall Rating		19.1.7 A	ust arsy	ny nusha
	Overall (Valing	1		3	4

Reviewed By:	
Title of Instructional Materials	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
7.SP.8a8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	♦ 	1	3	
a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Skills and Procedures	∢ 1		3	 > 4
	Mathematical Relationships	∢ 1		3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**				
Lesson 12-2 and activity labs	Portions of the domain, cludeveloped in the instruction			missing or no	ot well
	Overall Rating	1		3	→ 4

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation met. Cite examples from the		domain, clu	ster, and sta	ndard are
7.SP.8b8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	1	2	3	
b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Skills and Procedures	1	2	3	—
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex 12-3 0121 17 10 110 Stud		· + QC	Hivity.	10-bs
dessors 12-3 + 12-4	Portions of the domain, cluded developed in the instruction			missing or	not well
	Overall Rating	∢ 1	2	- - 3	1

Reviewed By:	
Title of Instructional Materials:	

Investigate chance processes and develop, use, and evaluate probability models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
7.SP.8c8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Important Mathematical Ideas	∢ 1				
c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	Skills and Procedures	1	2	3	}	
	Mathematical Relationships	∢ } 1	1 2	3	} 4	
	Summary / Justification / Evidence					
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
Lesson 12-4 of CC-14?	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	Overall Rating	1		3	 → 4	

Prentice-Hall Mathematics Course 2

Prentice-Hall

	Mathamatical Descriptor		Summary/	Missing pieces of	Overall
	Mathematical Practices	Chapter/Section/Page	Justification (Evidence	Math Practice	Rating
	1. Make sense of problems and persevere in solving them.	Yes, as explained in Reviewers' Guide	Promised but not		B
	2. Reason abstractly and quantitatively.	Yes, as explained in Reviewers' Guide	it.Many examples were		3
	3. Construct viable arguments and critique the reasoning of others.	Yes, as explained in Reviewers' Guide	given in the Reviewers Guide and with more		3,
	4. Model with mathematics.	Yes, as explained in Reviewers' Guide	time, these could be verified. They did not		4
	5. Use appropriate tools strategically.	Yes, as explained in Reviewers' Guide	stand out and would		8
	6. Attend to precision.	Yes, as explained in Reviewers' Guide	have to be reinterpreted.		3
	7. Look for and make use of structure.	Yes, as explained in Reviewers' Guide			3
	8. Look for and express regularity in repeated reasoning.	Yes, as explained in Reviewers' Guide			. 3
.RP	Ratios and Proportional Relationships	Important Skills Math Chapter/Section/Page Math Ideas and Relationsh	Summary/ i Justification/Evidence	Missing portions of Standards	Rating
	Analyze proportional relationships and use them to solve real-world and mathematical problems.	a Duid		fle	
7.RP1	Compute unit rates associated with ratios of fractions, including rations of lengths, areas and other quantities measured in like or different units. For example, If a person walks $1/2$ mile in each $1/4$, complete the unit rate as the complex fraction $^{1/2}/_{1/4}$ miles per hour, equivalently 2 miles per hour.	Yes, as listed in the CCSS Correlations Chart	not mee	W	Jues 3
.RP.2	Recognize and represent proportional relationships between quantities.	Yes, as listed in the CCSS Correlations Chart) on 0/	0./	(3)
.RP.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the organ.	Yes, as listed in the CCSS Correlations Chart	Serie O		B
7.RP.2b	Identify the constant or proportionality (<i>unit rate</i>) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships	Yes, as listed in the CCSS Correlations Chart	July- de	V	/3
.RP.2c	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.	Yes, as listed in the CCSS Correlations Chart			3
7.RP.2d	Explain what a point (x, y) on a graph of a proportional relationship means in terms of the situation, with special attention to the points $(0,0)$ and $(1, r)$ where r is the unit rate.	Yes, as listed in the CCSS Correlations Chart	V	1	3

Jul

7.RP.3	Use proportional relationships to solve multistep and percent problems. Examples: simple interest, tax, markdowns, quantities and commissions, fees, percent increases and decrease, percent error.	Yes, as listed in the CCSS Correlations Chart			4
	THE NUMBER SYSTEM - 7.NS				£
7.NS	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.				
7.NS.1.a	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. A. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	Yes, as listed in the CCSS Correlations Chart			
7.NS.1b	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. B. Understand $p+q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on wither q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rotational numbers by describing real-world contexts.	Yes, as listed in the CCSS Correlations Chart			
7.NS.1c	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. C. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.				
7.NS.1d	Apply and extend previous understandings of addition and subtractions to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. D. Apply properties of operations as strategies to add and subtract rational numbers.	Yes, as listed in the CCSS Correlations Chart			

7.NS.2a	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. A. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to produces such as $(-1)(-1)=1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	Yes, as listed in the CCSS Correlations Chart			
7.NS.2b	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. B. Understand that integers can be divided. Provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	Yes, as listed in the CCSS Correlations Chart			
7.NS.2c	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. C. Apply properties of operations as strategies to multiply and divide rational numbers.	Yes, as listed in the CCSS Correlations Chart	TVA* ANALY A		
7.NS.2d	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. D. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Yes, as listed in the CCSS Correlations Chart			
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions).	Yes, as listed in the CCSS Correlations Chart			
7.EE	EXPRESSIONS AND EQUATIONS - 7.EE Use properties of operations to generate equivalent expressions.				
7.EE.1	Apply properties of operations as strategies to add and subtract, factor, and expand linear expressions with rational coefficients.	Yes, as listed in the CCSS Correlations		Andrews and the second	
7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	Yes, as listed in the CCSS Correlations Chart			
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			:	

Prentice-Hall Mathematics Course 2

7.EE.3	Solve multi-step real-life and mathematical problems posed with positive	Yes, as listed in the					<u> </u>
	and negative rational numbers in any form (whole numbers, fractions, and	CCSS Correlations					
	decimals), using tools strategically. Apply properties of operations to	Chart					*
	calculate with numbers in any form; convert between forms as	Chart					
	appropriate; and assess the reasonableness of answers using mental						
	computation and estimation strategies. For example: If a woman making						
	\$25 an hour gets a 10% raise, she will make an additional 1/10 of her						
	salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a						
	towel bar 9 % inches long in the center of a door that is 27 % inches wide,						
	you will need to place the bar about 9 inches from each edge; this						
	estimate can be used as a check on the exact computation.						
	estimate can be used as a check on the exact compatibility.						
7.EE.4a	Use variables to represent quantities in a real-world or mathematical	Yes, as listed in the			***************************************		
	problem and construction simple equations and inequalities to solve	CCSS Correlations					
<u> </u>	problems by reasoning about the quantities.	Chart					
	A. Solve word problems leading to equations of the form $px + q = r$ and	Chart					
ļ	p(x+q)=r, where p, q, and r are specific rational numbers. Solve						
	equations of these forms fluently. Compare an algebraic solution to an						
	arithmetic solution, identifying the sequence of the operations used in						
	each approach. For example, the perimeter of a rectangle is 54 cm. its						
	length is 6 cm. What is its width?						
7.EE.4b	Use variables to represent quantities in a real-world or mathematical	Yes, as listed in the					
	problem and construction simple equations and inequalities to solve	CCSS Correlations					
	problems by reasoning about the quantities. B. Solve	Chart					
	word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of						
	the inequality and interpret it in the context of the problem. For example:						
	As a salesperson, you are paid \$50 per week plus \$3 per sale. This week						
	you want your pay to be at least \$100. Write in inequality for the number						
	of sales you need to make, and describe the solutions.						
	of sales you need to make, and describe the solutions.						1
	GEOMETRY - 7:G						
	Draw construct and describe geometrical figures and describe the						
	Draw, construct, ad describe geometrical figures and describe the relationships between them.						
7.G.1	Solve problems involving scale drawings of geometric figures, including	Yes, as listed in the	1	1		1	
	computing actual lengths and areas from a scale drawing and reproducing	CCSS Correlations					
	a scale drawing at a different scale.	Chart					
7.G.2	Draw (freehand, with ruler and protractor, and with technology)	Yes, as listed in the					
	geometric shapes with given conditions. Focus on constructing triangles	CCSS Correlations					
	from three measures of angles or sides, noticing when the conditions						
	determine a unique triangle, more than one triangle, or no triangle.	Chart					
1	and a simple charges, more than one transfer, or no triansfer.						

Prentice-Hall Mathematics Course 2

7.G.3	Describe the two-dimensional figures that result from slicing three-	Yes, as listed in the			
/.0.5	dimensional figures, as in plane sections of right rectangular prisms and	CCSS Correlations			
	right rectangular pyramids.				
	Solve real-life and mathematical problems involving angle measure, area,	Chart			
	surface area, and volume.				
7.G.4	Know the formulas for the area and circumference of a circle and use	Yes, as listed in the			
1	them to solve problems; give an informal derivation of the relationship	CCSS Correlations			
	between the circumference and area of a circle.				
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent	Chart Yes, as listed in the		 	
	angles in a multi-step problem to write and simple equations for an	CCSS Correlations			
	unknown angle in a figure.				
7.G.6	Solve real-world and mathematical problems involving area, volume and	Chart	***************************************		
7.0.0		Yes, as listed in the			
	surface area of two- and three-dimensional objects composed of triangles,	CCSS Correlations			
	quadrilaterals, polygons, cubes, and right prisms.	Chart			
7.SP	STATISTICS AND PROBABILITY - 7.SP				
	Use random sampling to draw inferences about population.				
1					
7.SP.1	Understand that statistics can be used to gain information about a	Yes, as listed in the			
1,31,7	population by examining a sample of the population; generalizations about				
-	population from a sample are valid only if the sample is representative of	CCSS Correlations			
	that population. Understand that random sampling tends to produce	Chart			
	representative samples and support valid inferences.				
	representative samples and support valid interences.				
-					
7.SP.2	Use date from random sample to draw inferences about a population with	Vac as listed in the		 	
7.35.4	an unknown characteristic of interest. Generate multiple samples (or	Yes, as listed in the			
		CCSS Correlations			
1	simulated samples) of the same size to gauge the variation in estimates or	Chart			
	predictions. For example, estimate the mean word length in a book by				
	randomly sampling words from the book; predict the winner of a school				
	election based on randomly sampled survey data. Gauge how far off the				
-	estimate or prediction might be.				
	Annala a				
	Draw informal comparative inferences about two populations.				
7.SP.3	Informally assess the degree of visual overlap of two numerical data	Yes, as listed in the			
	distributions with similar variabilities, measuring the difference between	CCSS Correlations			
	the centers by expressing it as a multiple of a multiple of a measure of	Chart			
	variability. For example, the mean height of players on the basketball	Cildit			
İ	team is 10 cm greater than the mean height of players on the soccer				
-	team, about twice the variability (mean absolute deviation) on either				
	team; on a dot plot, the separation between the two distributions of				
	heights is noticeable.				
	reignes is noticeable.				<u> </u>

Prentice-Hall Mathematics Course 2

7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	Yes, as listed in the CCSS Correlations Chart	A		
	Investigate chance processes and develop, use and evaluate probability models.			!	
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate grater likelihood. A probability near 0 indicates an unlikely event. A probability around 1/2 indicates an event that in neither unlikely or likely and a probability near 1 indicates a likely event.	Yes, as listed in the CCSS Correlations Chart	THE RESIDENCE OF THE PARTY OF T		
7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability, For example. When a rolling a number cube 600 time, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Yes, as listed in the CCSS Correlations Chart			
7.SP.7a	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. A. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Yes, as listed in the CCSS Correlations Chart			
7.SP.7b	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. B. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land on heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Yes, as listed in the CCSS Correlations Chart			
7.SP.8a	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with sample events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Yes, as listed in the CCSS Correlations Chart			

7.SP.8b	Find probabilities of compound events using organized lists, tables, tree	Yes, as listed in the		
	diagrams, and simulation.	CCSS Correlations		
	Represent sample spaces for compound events using mentors' such as organized lists, table, and tree diagrams', For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Chart		***************************************
7.SP.8c	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. C. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the questions: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A	Yes, as listed in the CCSS Correlations Chart		

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics





a project o No Charles A. Dama Conto No University of Those of Aust

Francis

Instructional Materials Analysis and Selection

Accessing Contact Allgorated to the Contact Care State Standards for Mathematic

This well provides substance with a structural way to make influenced decisions when extenting manhamatic instructional quantifieds. In particular, it was being you can extend instructional particular days of the form Core State Standards for Machinesters were non-closed instructional particular states of the form of

This resource can also be used with the Dam Center's larger 6-phase horosational determine Analysis and Relative teacher. Plans 1: Rendered, Plans 2: Renewing the Field of Interactional Materials, Plans 3: Assessing Relative Area Content Alignment, and Plans 4: Adjusting Fertified Alignment of Interactional Materials. The particular resources you had it is a plans 3 tool that have been minimated for recenting the eligenment of Instructional societies with the Contents Core State Standards for Materials. How that is 20 plans developed a similar test for Indiana along time to use in unity sing the elignment of instructional materials to Indiana.

Copyright 2011, 2016, the Charles A. Dans Conter at The University of Taxon at Austin

Union otherwise indicated, the materials found in this resource are the oupprighted property of the Charles A. Dress Canter at The University of Team of Assain (the University). He pert of this removes shall be reproduced, stand in a noticeed system, or transmitted by your present-establishmenty, or vice photocopying, resenting, or otherwise, including with methods you to be invested—white supersy within permission from the University, compared the following consideren. The following considers naturated not continued by the Charles A. Dans Canter at the University of Team at Assain.

- 1) The features Department of Enhancium, or wolf or Sedimo subsed discircit, ease, through June 10, 2011, easy and disciplinate this recovers to exhands on discircit system the state of Indians, without obtaining further permission from the University, so Imag on the exiginal paper plant earlies in retained.
- 2) Color organization or imbriduals must about prior veibtes prophysics from the University for the use of these annights, the tunes of which may be no first in a copyright income agreement, and which may include the payment of a linearing for, or republics, or both.

We want to be the parameter develop has at our materials to Section our acapterity observed relation. Place and parameter appears or quarters to us bore

Charles A. Dans Conter The University of Texas at Austin 1616 Gendalupa Steed, Suite 3,205 Austin, TX 78781-1222 Parc 512-232-1655 data taskapitykilista sistematik WW:shimaratir.etg

The Data Copies and Yim University, so well on the medium and effects, security on Buildity the any later or descape metalogy than the two of the research. Any aparties, findings, securitations, or recommendation asymmetric in this material are those of the submirph and do not necessary perfect the views of The University of Team of Austin. We have made contained as their contents, and no otherwise comply with oppyright two. If you find an outer or you believe we have fitted to provide proper action-violagement, plans contained not of their temporaries; perfectly appropriate them. If you find an outer or you believe we have fitted to provide proper action-violagement, plans contained not of their temporaries.

The copyright of the Creamer Cleve State Standards for Mathematics is bold by the National Conversors Association Confer for Short Procision and the Creamer of the Creamer School Officers. The over of the CCSS for Mathematics in this instructional bilancish Associated and place under the CCSS Towns of Use, considered as very consecutable, supfilmen of one. For each of these field, one of their the Architecture of this Proceedings of the Process of the

Per die Terme of Une, we include this notice, which applies to the Common Cure State Standards in this discussant: © Copyright 2010. Marianal Coversum Association Course for Best Postelans and Commit of Chief State Subset Officers. All rights recovered. Prontize Hall
Mathematics Course 2

Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of
The Indiana Education Roundtable, The Indiana Department of Education,
and
The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Frankski

About the development of this measure

This had, has rectioned bisserials developed and defeation: discoving Content Alignment to the Connect Core Sints Berndock for Malanments, depos on the Dana Contes' o marry 30 years of experience in strongthesing advertices and line been used established and interestingly other mater, to help been calculated and industrial antiquistic adjusted with their standards. Development and production of the featuration Manatolis Analysis techniques was expected by the Charles A. Dona Content.

This resource execute of p set of 15 individual grade level? course documents that upon histogrates through the third year of high subset methorastics. There is a document for such grade pools from histogratus through 8, and the documents for high subset market pools man the first three courses in the resiliented high subset pulsons, Queentry, Algebra 15, and one could be the first courses the imagested high subset pathway Machametics 13, Machametics 13, and the course of various exists and other course has populated that horizontate individual course and other course has populated that horizontates all various course and other course has populated that horizontates allowed and delicated tool with standards from the Common Care State Standards for Machametics for use by head districts in reducing insteadonal contents object with those standards.

Note that the copyright of the Common Core Stem Standards for Mediconster is hold by the National Occortons Association Center for Best Francisco and the Common of Chief State School Offices positively, 1904 Control CCHRO). This was of the CCRR for Indifferentiate in door scales of CCRR States of Use. The control Common of Use, and the CCRR States of Use and the CCRR States of Use and the Common of Common Common Common Common of Common Common Common Common Common Common Common of Common Comm

Outstan 2010 reference

To enterm your communication of engagement for improvements—places small to describe finding facilities strong object on the compression and communications.

About the Charles A. Done Contar at The University of Teams at Assets

The Dami Contex works to make student authorizant in K-56 mechanists and minors, especially the historizally underwaved population. We do so by providing allevel covings to subset districts and institutions of higher coloration; to hand, other, and melecular observing fundamental experience of the providing fundamental providence or pro

The Center was founded in 1991 at The University of Tenne at Austin. We carry out our work by represent high standards and building system expensive, auditorating with lary state and united organization to address recording interesting and delibering professional supports for observers and destination business and extending and pathodal appropries. Our staff of more than 40 few worked with demand of wheel systems in another 30 states and with 50 present of Tenne's more than 1,800 askend districts. We are expensived to extending that the accident of values a shall observe a few or principal of the standard appartments to two two operations.

For more information about our programs and resources, my new homopage at verw authors eather every. To assume our resources (assept of them then), was our product index at verw indiamental analysis and the index of the product and all the contract of the product and algorithm and

* For the high natural sinema responses, we relied on the Common Care State Standards Machinestes Appendix A: Designing High School Idebressetes Common Stand on the Common Care State Standards, developed for the CCSS indicions by Address, Inn., which convened not consigned the Address Pathwey

The Charles A. Done Conter

Union adversion petrol, all stell bland here are additional web the Dans Contro.

Learn Contract, director of progress and product develop Sun Zinceni, sprint offriner

Opposite and facilitates

Parti Bridwell, smire program coordinates for tendentity Laurae Garbard, director of program and product develop Tens Mr Vey, productional development term land

Our Standar

We grantelly enhanced by the more than 200 salural districts and theremade of education who have informed the development of these

Self-relational production stell

Care Hopkins, proclamber Rocket Jackins, consulting and print production man

The Charles A. Dans Conta

Introduction

Phone is Studying the Standards

Nervoving the Field of Instructional Materials

Asserting Mathematical Contract Allermont Place &

The purpose of Plane 3: Assuming Mathematical Connect Alignment in to determine the degree to which the motoriele are aligned to the standards forested and passesses. In Plane 3, percisipants constant as in-depth sorters of the 2-3 instructional materials educated in Plane 2. The Plane 3 process requires subscition committee members to use not criterio in order to determine a sating for much snapple, to other examples to pixelly their scare for each snapple, and to document standards that we spinning or not well-developed in the instructional authorizes examined.

As a whole group, solution executive members should practice applying the Plane 3 relate. The persons of the whole group posterior is to perment inter-outer pulsability and cultifundam.

In Phase 5 It is not important to analyze every page, section, or clupter of a necessar. It is important to identify an area, topic, or big lifes for the deep content analysis of Plane 3 (e.g. development of equivalent functions, addition of whole annuluse, development of proportionality...) The identified even, topic, or hig idea will be used by all the instructional materials considered in Plane 3. The eyes, topic, or hig idea can be identified through the new of attalout achievement date, consistency principus challenges, or ideas that typically make up a greater posture of instruction in particular grade levels courses. In most cases, Plane 3 will aboutly the one natures that is best about

Step by Step Jesten tome

- Use your current estimation to practice using the Phone 3 relate. Sainet one hig idea to from your condysts (see note above for saineting the
- independently, committee assessions was their current resource, the identified big idea (and associated pages in that seconds), and the Phase 3 rubric to score and document the extent to which the numbered (content and processes) sligar to the standards.
- in small groups, committee or would econe on that his idea. uniters shore their scoring and justifications. Small groups engin to assument on how the current second
- Each small group shares with the large group their occue. Repeat the consumers building to generate a large group acces on this big idea.
- Chaify my missudentendings about how to apply the rabels before committee members bugin to the Phase 3 rabels on the related

Table of contents	
Sensing Exhric and Decementation Perms	
Decementing Alignment to the CCSS for Mathematics: Standards for Mathematical Practice	(
Programming Allegarest to the CVSS for Mathematica Standards for Mathematical Construction	•

The Cherles A. Done Creater

- Dairel on the nim of the selection examilian, determine the number of areas, topics, or hig ideas to be ease. If the group size is large, some atom, topics, big ideas can be examined within each goals havel course.
- Make our committee specifies here archipts copies of the Plane 3 relate.
- Committee members apply the Phone 5 relate for each of the automic.
- Establish a time line for groups to complete and subset Phone 3 decrementation.
- Establish a data collection and analysis pouron to attain a paint for each messace.

- Plant & Assembly Mathematical Content Alignment Mack Site number purhiple copies per per
- Currently used instructional paperson
- The 2 to 4 instructional posteriols extented in Plant 2

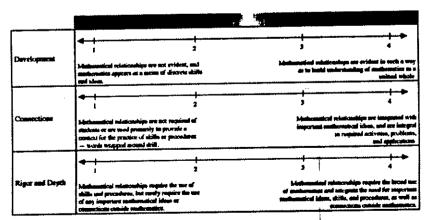
According Vertical Allegment of Instructional Materials

Important Mathematical Ideas Understanding the scoring

		33.
	4-!	-
Development	Important mathematical ideas are alleded to simply of are minerig, approached presently from a skill form, or protected for students quarter any context.	inspering unshemmical ideas are oridred, conceptually developed, and oneapy within the quanted of early developed, and oneapy probates, application solutions, or student in early micro-
	1	
Cramections	Important mathematical ideas are developed independently of each other (5.6., they are discover, independent ideas).	Important mathematical folium are developed by expending and connecting to other important mathematical robus in such a way as to be under amoling of mathematics as a mathef where
	- 	1 3
Rigar and Dopth	Experient authorizinal ideas are applied in sension perform or in song formulated procedures, and are attended in separate a optional problems.	Superior continuented fators are applied and assemble in coved standards or antividude in the exempt, superior of terretories or controlled in the exemption of the coverage of the coverage of the coverage antivipular approaches.

The Charles A. Dans Cream

Mathematical Relationships: Understanding the scoring



Skills and Procedures: Understanding the scoring

		200	24 - 1
Development	1 2 State and percentance are the privacy force, are developed without concepted enderstanding, and are locally commenced to important authorities industrial insulations and applications.	أكشمشه	description dels interpretations on transformation of the conference of the conferen
Connectives	2 State and procedures are treated as discrete dials carely contracted to important authoratical idea or other skalls and procedure.	wit	Illitie and procedures are integrated to a common to the common and other material materials and procedures.
Rigor and Dayth	Statio and presentance are practiced whitest catespied understanding stated any contest, do not require the use of important understand interest and are privately graptions in the exactions and drift.	the section	4 State and promoters on critical to term and enhancement of respectively contact interest of the post-lated to post-lated interest of terms of the post-lated interest of terms of ter

The Charles A. Dans Chales

Reviewed By:	
Tiele of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

3. Make some of problems and persevere in solving them.

Mathematically proficient students next by explaining to the materiage of a problem and inciting for entry points to its solution. They analyze given, countraints, relationships, and goals. Two patches should the firsts and message of the solution and plan a solution pathway solute than a simply jumping into a solution attempt. Twoy sensite melapours problems, and my special comes and simple forms of the original problems more often to plan imply into a solution. They souther said ovaluate their program and closure or cover if message. Color relations mapple, depending on the context of plan imply in many particles, therefore made in a problem and problems context of the problem, terminant nightness expressions or closure for evering window on their graphing calculator to get the information they must. Machanistically proficions students can explain correspondents between equations, verbal descriptions, that and problem or about dependent or independent or independent or problems. Such analysis of important features and relationships, graph data, and assock for reputative or manh. Younger whether might rely an insign concerts objects or pictures to help conceptualize and relationships. But the mathetically proficions students cloud; their resonance to problems using a different method, and they consequently suft themselves, "Does this make remo?" They one understand the approaches of citizen to neitring acceptant problems and identify conversements between different approaches.

ladiem die diegenijk, eerleekt, er projek erstered.

Purchase of the methodostal provides that are salesting as not well developed to the Innocessium of purplish (If one):

The Cherina A Dune Creater

The Charles A. Davis Contar

- 1

	Reviewed By:	
	Title of Instructional Materials:	
cumenting Alignment to the ndords for Mathematical Practice		
eason abstractly and quantitutively.		_
m problems sevely my quantitative subdicautique the ability is he representing symbols on if they have a life of their com, y exclud doring the munipulation process in coder to probe ign	and their relationships in problem alterations. They being two complementary abilities to he to deconstructural read of special problems and results and entering with a deconstructural resolution of the ability to constructural to their referents—and the ability to constructuralize, to passe a to the referents for the synthetic ferrobred Quantitative seasoning outers habite of cruming the make involved; attending to the amening of quantities, not just have to compute thesis; a seed objects.	
•		

	; ;	3
nan din dayantik, matantik, er papidi serim ek	Persions of the medicanolast proutes that we extend as one explict special to the instructional associate of exply:	
		
	Overall Burling	
	1 2	•
	* * * * * * * * * * * * * * * * * * * *	
•	Reviewed By:	
· · · · · · · · · · · · · · · · · · ·	Tide of Instructional Mascrisit	
umenting Alignment to the dards for Mathematical Practice		
odel with methernatics.		
responding to the property of the state of the companies of the companies. It is not continued to the companies of the compan	they knew to solve problems arising in overythy Mir, moisty, and the weekplane. So early a to describe a situation: In middle grades, a student might apply proportional massing to y high actual, a student might one presently to entire a design problem store a function (actuantation) proficion students who can apply what they have one constantable making statement, sudviring that these may used as indeed that. They are able to identify important ming much tools on diagrams, two-way tables, graphs, floreclasts and furnation. They can as. They restinally interpret their mathematical smalles in the content of the alternities and the model of it has not appeared its purpose.	
•	:	
	<i>₹</i>	
•		
:		
te din shaperijsk, sestimijsk, se propriji milimali.	Perform of the mediamental passing that we takeling or not well developed to the	
	hornestend manufult (if my):	
ary/fourdhead on/Soldanas	Overell Resing	
	41	
	1 2 3	

ocumenting Alignment to the	Title of instructional Massriale:
tandards for Mathematical Practice Construct viable erguments and critique the rescon	ing of others.
make conjusteme and build a forjical programmen of interest them into cinent, and can recognize and one considerational of others. They means inductively about data, untiming plan professor students are also able to compare the offentivene and—if there is a flow in an argument—explain what it is. It degrees, and actions. Such arguments can stake make and	and assumptions, definitions, and provincedy established results in constructing arguments. They are able to employ a structure by breaking as. They past life to steely at attentions by breaking as. They pastify their conclusions, continuates them to others, and respond to the arguments offer arguments that their size account the control from which the date stocks. Anthorsents which of the date stocks. Anthorsents will be not force planning and the property of the state stocks. As the most long or receives referents such as objects, during a the correct, or on though they are not presentant or small forced until fater greates. Later, applies, theological as all gambs can lines or read the arguments of others, ducid whether they the arguments.
:	
direto din abaptorisi, nerdonisi, ne populai revizzazi.	Problem of the annihumentud provides that are relating or mot well developed in the immensional restricte (if ear):
ronney Jentiferde a Tablesia	Count Roday
barles A. Dune Center	Reviewed By:
sumenting Alignment to the address for Mathematical Practice	Tick of Instructional Materials:
se appropriate tools strategically.	
activits, a vision, o profusione, a underdation, a speculation, a ne- modulate non edificiently families with mode appropriate for the accepanting both the langke to be gained and their liminations and achieves prevented noing a graphing culculates. They do by hom making mathematical anodula, they have that technolo- of exampter predictions with date. Mathematically proficient	in white solving a methoratical problem. These tech might include possell and paper, camente apparer algebra system, a statistical package, or dynamic presently software. Professet set gaste or course to statist some decisions about when each of these tacks might be helpful, a. For example, methoratically professed high school statistic analyzar grade of functions and parameter armying grade of functions and other methoratical knowledge, any case employe communication and other methoratical knowledge, any case employe communication with the set of the set
	,

The Charles A. Danie Charles

ın

cumenting Alignment to the indeeds for Mathematical Practice Attend to precision. Attendant, ally proficient statement to the communicate precisely to oil personing. They state the manning of the symbols they choose, include positying mate of secondary, and indefing man to clarify the corresponse position appropriate for incommunication appropriate for incommunication appropriate for incommunication and include they have been all the choice they have been also such other. By the time they needs high network they have	Reviewed By: Ticle of Instructional Manufake: The true to use the definitions in flavoring with others and in their own
endands for Mathematical Practice Attend to precision. Authorizing proficient status to the communicate precisely to otherwise. They state the manning of the symbols they choose, include appointing man to clarify the correspondence.	The law to make definitions in discussion with others and in their own
endands for Mathematical Practice Attend to precision. Authorizing proficient status to the communicate precisely to otherwise. They state the manning of the symbols they choose, include apositying mate of recurrence, and intelling man to clarify the correspond	The true to one clear definitions in flamming with others and in their own
Attend to praction. Machinenically proficient students by to communicate procisely to oil morning. They state the manning of the symbols they choose, include specifying mate of measure, and infelling man to clarify the correspon-	The law to make definition in discussion with others and in their own
Adelegated the proficient students try to economicate procisely to off passening. They state the manning of the 29 subde they choose, include specifying units of stemmen, and intelling man to clarify the correspond	have They be to may clear definitions in discounting with others and in their core
penerating. They state the manning of the 25 substite they colorial, increasing apacifying mate of measure, and intelling man to clarify the corresponding to the contract of the contract o	
•	ndence with quantities in a problem. They calculate accurately and afficusedy. the problem context. In the elementary gradus, students give carafully formulated.
dients the disspected, continuing, as propriet exclusives.	Purties of the mathemeted primins that are relating as not well developed in the innerestrated specials (of step):
	į.
nament familieratus Partinasse	Overall Berling
	+ + + + + + + + + + + + + + + + + + + +
	1 2 5 4
Surfes A. Dune Come	1
	Reviewed By:
	Tide of Instructional Materials:
cumenting Alignment to the indards for Mathematical Practice	
Look for and express regularity in repeated ressoning.	
might notice when drinking 25 by 11 that they are repeating the same paying electrics to the calculation of slope as they supermitly clock to	I, and look both for general seathors and for shortenin. Upper channeling students to calculatoms over and own again, and conclude they have a repeating decised. By obstainers priors are not the line through $(1,2)$ with signs 3 , middle school students might to very terms cannot whose signaling $(x-1)(x+1)$, $(x-1)(x^2+x+1)$, and a mass of a geometric norm. As they work to unive a problem, northennoloody to the decide. They continually orwheats the measurablement of their intermediate
nadana da dagantik, restantik, er papis) mismak	Parties of the maximum possible the sure satisfug or and well developed in the instrument manuals (if any).
adam da dagantij, restantij, er paptij mierok	Parties of the gustemated provides the san saluring or ann well developed in the instrumental quantity (if my). Ornall Stating
	have represent a manual de CE may):

The Charles A Dans Center

	Reviewed By:	
Documenting Alignment to the	Trile of Instructional Materials:	
Handards for Mathematical Practice 7. Look for and male use of structure.		
the same amount as serves and these ments, or they step said a set 7×8 equals the wall remembered $7 \times 5 + 7 \times 3$, in proportion 1 can out the 14 or 2 × 7 and the 9 or 2 + 7. They recognize the st	here or structure. Young students, for example, might action that these and serves such effection of shapes according to have sure; with the shapes have. Later, students will fire huming about the distributive property. In the expression $x^2 + 2x + 14$, clides that patterns of an extension has been presented as a constant of the extension of an expression of an extension to a particular than an everytime and shift processor. They can see completed things, each or some a soverview and shipton. For example, they can see $5 - 3(x - y)^2$ as 3 axioms a positive consider times a sy and appendixes x and y .	lents ag 200 Santraic
hallom the despect to materials, or payed and make	Parties of the condumental paraties that on salesting or test well developed in Instructional unstable (of early).	e dies
Summary/Specification Helders	Count Budge	- - ->
	•	
MATHEMATICS: GRADE 7 - RATIOS AND PROPORTION Analyze preparational relationships and use them to solve re- mathematical problems.		mand or
7.385.5 Derryate unit rutus associated with ratios of fractions, including it langths, arraes and other quantities measured in the or different to example, if a person waitle 1/2 rate to each 1/4 hour, compute the	e unit rate	
on the complex fraction "V _{gs} rades per hour, equivalently 2 miles		
Notaddress	4 1 2 3	
	Multiplication of the Generals, cheeker, and standard that are substitute of the Generals of the General of the G	- I

The Charles A. Dann Conter

1

MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELA	Title of Instructional Materials:	Tide of Intractional Materials: MATHEMATICS: GRADE 7 - RATIOS AND PROPORTIONAL RELATIONSHIPS - 7, RP			
MATHEMATICE GRADE 7 - RATIOS AND PROPORTIONAL NEW A	Discovery and decommendate of how the decade, whate, and charled at mit. Cite excepts from the materials. Important Mathematical Mass. 1	Good activities relates to student interests well.	and Summery and documentation of how the domain, stuster, and standard met. Cits examples from the sesterials.		
5 - 3	Perform of the domain, shorter, and standard that are shorting or not well developed in the lastworkland analysis of only. Overall Rading 41 1 2 3 4	5-3 45-4 pg 242-3	Provious of the demain, charter, and standard that are salesing or set we developed in the bustrastical meterials (if any):		
TI MATHEMATICS: GRADE 7 ~ RATIOS AND PROPORTIONAL RELATI Analyze proportional relationships and use them to solve real-world and mathematical problems.	eviewed By: irls of Instructional Materials: COMMUNE - 7.RP Denomary and decommunities of how the demain, chester, and chesterd are seef. Ole manages from the automia.	MATHEMATICE: GRADE ? - RATIOS AND PROPORTIONAL NELA Analysis preportional relationships and use them to sales metional and			
* Produced to proposed proposed individually between questions of the proposed of a content price p. the relationship between the total cool and the number of terms of the part of terms of the part of terms of the presentation of terms of the presentation of terms of the	n ene way.	Parties and represent properties of properties of properties of properties of the parties of properties of the parties of the	Section and Proceedings 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 4 1 2 3 3 3 4 1 2 3 3 3 3 3 3 3 3 3		
5-4	Portload of the descrip, cheeter, and almoderd that are minning or not well developed in the instructional materials (if any): Cound Parking + 1	10-3	Portions of the demake, checky, and standard that are releasing or not used developed in the testinational materials (if pay): County Fathing		
to Charlos A Dana Coster		The Charles A. Dune (Ayster	<u> </u>		

ATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7,MS	Tide of Instructional Materials:	Tide MATHEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7,NS	of Instructional Meterials:
pply and extend province understandings of operations with food a add, subtract, multiply, and divide unitated numbers.	time. Surrously and disconnectation of hely the decembs, charles, and cloudsed are met. Oth examples from the platerials.	Apply and extend previous understandings of operations with fundame [7]	termeny and documentation of how the domain, charter, and standard are not. One examples from the partyrists.
NB.16 Apply and antend provious understandings of addition and subtractle and authorit retined numbers; represent subtions and subtractle is hereasted in a provious and authorities and subtractle in the subtrac		Apply and extend provious understandings of multiplication and division and of Suddents to multiplication to end provious and division and acceptance. Understand that multiplication to extended from beginning to religion	+ + + + + + + + + + + + + + + + + + + +
Mallet		runthers by requiring that operations condition to calledy the properties of operations, perfections or called the properties of operations, perfectionly on distinctive property, beading to produce to enable for malinging agreed numbers. Principal products of statement members by describing resistants described executions.	
Marine 10 co			1 Printers
Nexts the chapter(e), excitation, and/or page(e) reviewed.	Perform of the density, cheeks, and philodoxid that are missing or not well	Indicate the chapter(s), section(s), ander page(s) serious).	eritors of the domain, chester, and standard that are missing or net well
3-24		3-4	reduped in the instructional materials (if may):
	Countil Paties	ō	Author 1 2 3 1
Surlaw A. Danis Contar			
THEMATICS: GRADE 7 THE NUMBER SYSTEM 7.MS	Reviewed By: Title of Instructional Materials:	·	med By: (Instructional Materials:
fy and extend province understandings of operations with Smoths dd, subtract, multiply, and divide related passborn.	Boverney and decommendate of how the demain, abusing and standard are until City accomplish from the materials.	Apply and entered provious understandings of operations with finalizes: Sur to add, subboot, multiply, and divide estimate managers.	remory and documentation of how the domain, claster, and standard are. Cite managins here the metaclain.
8.26 Apply and extend provious understandings of multiplication and abdots and of hackers to multiply and divide returns numbers. b. Understand that integers can be divided, provided that the divisor is not zero, and every questions of integers (with new-zero divisor) is a rathered number. If p and q are integers, then		7.00.3c 2. Apply and actual previous understandings of audiplication and dictain and of fractions to enablely and dicide rational numbers. 4. Apply properties of operations as drategies to enablely and dicide	
-(av) = (-a) y = af-q). Hamped queloch of released excelors by describing real world contains.	that many is	Toxt offers a poorly explained model of	
Joy 5 killdriven	is 4 " want stay problems."	Again, very Still driven,	mary I Justillantion / Evidence
1-4	Portions of the domain, charter, and standard that are askaling or not well-developed in the instructional emissions (if any):		lone of the dennain, charter, and elected that are industry or not well depend in the Instructional materials (if any):
	Coord Rates	. 2	

25

The Charles A. Duna thear

The Charles A. Data Center

	reviewed by:					Tale of Instructional Man	rinis		
MATHEMATICS: GRADE 7 RATIOS AND PROPORTIONAL RELA	Tide of Instructional Meterials TICHNICAPE - 7.MP	£		MATE	MEMATICS: GRADE 7 - THE NUMBER SYSTEM - 7.108				
		والمساء من المرازي	should have selected	Appl	rand unland province understandings of operations with funder 6, subtreet, multiply, and divide relieved manhors.	Theretony and describe	named to the same	andr, sheder,	and standard a
Analyse proportional relationships and use them to native met-world as mathematical problems.	met. Cite examples from the	minin.		10 ad 7.88	i, subtract, multiple, and divide relieved summers.		/		
7.NP.3 Use propertional relationships to solve multistap ratio and persons problems	Impartant Mediarratical Week	+ +	!-/-! *//		pply and extend provious understandings of addition and subtraction of and subtract returns numbers; represent addition and subtraction.		7 4	2	,
Compress emple selected, file, markups and markdowns, grakuless and commerciants, files, percent marked and decrease, percent arror.					justemitel at verteel supper the degrant.				
	Biglis and Prospitation	*	/,	•	Describe attentions in which appeals quantifies continue to make For exemple, a hydrogen atom has 0 charge become do has exemple, a hydrogen atom has 0 charge become do has exemples are appealed; charges.	Shifts and Proceedings	++ +-		+
Tox + inimporates		1, 2			D. D. David	1	_ /		
these examples but d	Hillianskips Relationships	++	77, 1,		One example offered,	Management of Participation	* ++/		
,	DET KY	1 2			vo bractise broppier	<	\sim		
oxiplisitly say they are	Drofer 470m	5			My Practice Manager		n / Extinues		
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	. -			that incorporate thi	3 5td.			
Indicate the eleptor(a), continues, ander paye(a) reviewed.				l local	the section of the last of the	Partiess of the demak	absolut, and stand	مثم بدو اوری اس	obeg or not wel
cased	Pertiens of the demain, she developed in the instruction	otor, and plantard the na materials (II sugh	g any mineling or not well			developed in the laste	الإداءاسة إيبيهان	i anyi t	
6 4 26-8						Ì			
¥		i			(
	Overall Rating	++ +				Cyanal Rading	+1/	 	+ + +
		1 3	 						
			\				<u> </u>		
The Chedus A. Date Contact			19	T⊯G	pulse A. Dine Center		1		
						Reviewed By:			
	Reviewed By:					Tide of instructional Mi			
	Tide of Instructional Material	*		MAT	HEMATICS: GRADE 7 THE MUMBER SYSTEM 7.MS				
MATHEMATICS: GRADE 7 — THE NUMBER SYSTEM ~ 7.MS		1		[a		the Dummery and decree	ntation of how the	-	أسلساء لبس
Apply and extend province understandings of operations with fruefacts and, subtract, multiply, and divide entered combern.	Suremery and documental met. Cite examples from S	ائم من اردن که منطقه منطقه بدل بازی در ا	t, etuated, and statement and		ly and extend previous understandings of operations with bush dd, authors, multiply, and divide extend municips.	met. Cite examples to	pas the materials.		
7.MR.1b	Important Mathematical Mont	(a)		7.30	Anna and many amount or the last of the la	t to	***		-;
 Apply and extend province understandings of addition and subtraction add and subtract rational matches; represent addition and subtraction 		1 2	3 4		add and subtract ephanal numbers; represent addition and subtraction a turbuscial or vertical mumber the diagrams.	•		-	
is instancial or variety marriers from diagram. In . Understand $p+q$ we the number bossess of distance $ p $ from p_i in the	Balls and Proceedings				a. Understand subtraction of colored numbers at adding the additional inverse, $\rho=q+\rho+\xi$ —g). Show that the distance between two		4		
positive or negative direction deponding on whether e is present to	•	111111	• •		referred numbers on the number the in the absolute value of their difference, and apply this principle in read-world excitation.		1	1	3
neighfor irrevent), interpret means of rational numbers by describing real-world contents.	•				Not aldressed	Mathematical Relations	Name 44		
Notadhosiph	Mathematical Redshireships	+11 2	3 4		10 . A Warespeer		•/	3	3
Vot ascress	\						<u></u>		
	Summery / Apolitheation / S					,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
Indicate the chapter(s), exclimits), endler page(s) seriented.					leute the etemptoriei, soutienței, andler pagaței soutennel.			·	
	Pertions of the demain, ob	و و استوراد اید رساد ازده از داراستیک نوم	at me entering or not well		â	Pertines of the done developed in the last	for appeter, and ages for appeters	in suit;	100 A
		7 7 7 7	•						
1		1/			Le T				
	Overall Ruling	++ -/ -			:	Oyecal Rubys	•		,
		`i	, ,				\ 	2	,
<u>.</u>	. \	1							
		-/ 	23		Sharles A. Danie Conter				

Reviewed By:

The first first and the second		Livered 67.	•		seriones ny.	
Section of the control of the contro		Title of Instructional Materials:			Tide of Instructional Materials	
Characteristics and continued to the con	MATHEMATICE: GRADE 7 - EXPRESSIONS AND EQUATIONS -		=	MATHEMATICS: GRADE 7 - EXPRESSIONS AND EQUATIONS -		
Committed the second se			,			
The content of the co	Solve met life and medicarratical problems uping assuration and algorithms.	Surrousy and demonstrator of how the demain, charles, and charlest are met. Cite enempties from the materials.		Bules and His and mathematical problems uning momental and algebraic expressions and equations.		
The Charles Described in a second sec	7.88.3		1	7.85.44	Instant Market State	. 7.
The contraction of the property of grant of the contraction of the property of the contraction of the contra	Belve multi-step real-life and mathematical problems peecel with position	, , , ,				4 3 / 4
The contract of the second of the contract of	and decimals), using tools strategically. Apply properties of operations to					
The change of the control of the con	and essess the responsibleness of answers using montal computation and	Shifts and Providence A. A	1			
The chart of the first of the f	estimation strategies. For example II a somen making \$25 on hour gots of 10% rates at one will make an additional \$100 of her eaters on hour or \$2.50.	, , , ,	1	equations of those forms fluority. Compare on algebraic solution t		1 1
More stay application of the second state of t	for a new salary of \$27.50. If you went to place a towal bar \$ 3/4 inches los	•		on arithmetic onliction, identifying the consumer of the operations would be only improved. For exemple, the parameter of a recipionic		
More stay application from the second state of	har about 9 mother from each mine, this estimate ean he used as a chast a	Mathematical Relationships		\$4 cm. No langer to 8 cm. 1994 in do unite?	Mathematical Resistance in a	
The Charles Described and the sequence of the charles of the sequence of the charles of the char	The dead empedation		l	1 6		1 2 3 \4
The Charles Described and the sequence of the charles of the sequence of the charles of the char	Mars Cary/annich	of problem. The Lock	4	1 0000 0130213, W		
The Charles Described and the sequence of the charles of the sequence of the charles of the char	I TONG STONE A MARKETINE	2 15 gos	μ,	1 1 1 1 1 1	Dannery ! Justification ! Or	Manue
The Contract A Disso Classes Contract Residue	ν ·	IN OH . U.		istor - Coding, & acti	alto 1. L	
ANTICIDATOR OF A DISTRICT OF STATE OF S	Indicate the chapter(c), coestants), and/or page(c) reviewed.	I have on thouse, especially	1060	Indicate the chaptering, continuing, ander pariety seriouse.	100	
The Charles A Disso Charles Particular A Disso Charles Particular Particular				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
The Carlot A Daw Cases Day Day Day Cases Day	1 .		_	1 4 4	developed in the instruction	el austerium (il any);
The Charles A Date Case Beriand By:	4.4					
The Charles A Date Case Beriand By:						. /
The Chebra A Disso Claser The of his received by: The of his received bladeride: MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - EXPRESSIONS AND ECULATION - 72E MATHEMATICS: GRACE 7 - GRACE TO -	(Overall Restrict			Overall Redne	
Revisional Dy: Title of Instructional Manuscript MATHEMATICE: GRADE T - EXPRESSIONED AND SCILLATIONS - T.E.E MATHEMATICE: GRADE T - EXCOURTINY - T.S MATHEMAT						
Revisional Dy: Title of Instructional Manuscript MATHEMATICE: GRADE T - EXPRESSIONED AND SCILLATIONS - T.E.E MATHEMATICE: GRADE T - EXCOURTINY - T.S MATHEMAT			ı			
Revisional Dy: Title of Instructional Manuscript MATHEMATICE: GRADE T - EXPRESSIONED AND SCILLATIONS - T.E.E MATHEMATICE: GRADE T - EXCOURTINY - T.S MATHEMAT				,	•	
Berieved By: Title of Inservational Management of State of Inservational Management of I	Che Charles & Chen Conte			The Market & Committee of the Committee		
The contract of the contract o		Trie of Instructional Materials:			•	
The formation of the second se						
When we provide the provide the provided to th	alpotrais expressions and equations.			relationships bedoress them.		
Some particle and the land of		Proportional Mathematical Material Section 1		112		. / . \
Some particle and the land of	problem, and construct coughs equations and inequalities to pales	1 1 1		Safes problems involving south droubings of passentile Spares, including companing actival langulor and arous South o pands droubing and reproduction of		/ /
More applications. Interactive text looks promising. Good activity laws, but should include an apportunity for students from the actually measure on apportunity for students on the irr own. Therefore text looks promising.	· · · · · · · · · · · · · · · · · · ·		1	main drawing at a different coals.		4
More applications! Interactive text looks promising. U-84 4-9 Overland include an apportunity for students to actually measure to be exts on their own.	or per + q < r, where p, q, and r are specific returned represent. Graph	925 and Processors 61 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	į.	1 1 1 Visto la	Shifts and Proceedings .	•
More applications! Enteractive text looks promising. L-84 4-9 Dut should include an apportunity for students to actually measure an apportunity for students to actually measure an apportunity for students of actually measure and actually m	problem. For example: As a subsportion, you are paid \$50 per wool	1		Lood activity will		1 3 4
More applications! Interactive text looks promising. H-84 4-9	Wille an inequality for the number of sales you need to make, and	7				\ /
4-84 4-9 Own Rate 4	describe the authoris.	Mathematical Relationships + + + + + + + + + + + + + + + + + + +		11+2-11/14	Methorstical Relationships	l f
4-84 Outs Reday of the Art Survey of the Art Su	Mass and ications !!	1 2 1		Dut Show on the war	1, i .	1, 2 3/ 4
4-84 4-9 Own Rate 4	1 word aft			an another ty to de la	to to actu	ally
4-84 4-9 Own Rate 4	Tuberactive text leabs	7		an opportunity on struct	Summery / Joseffeetien / Evid	- 7 Measure
Profess of the family defined and desired that are aboutly or set will 4-8 4 4-9 Overall Radius 4+ + + + + + + + + + + + + + + + + + +	Indicate the shapter(s), coeffen(s), and/or page(s) serious.			Indicate the chapterful, contacted, and by payable performed.	Late and	halos
4-84 Good Rates						
	1	developed in the instructional materials (F app):		t -6	developed in the instructional	r, and plandard that are advokeg or not well materials (II angl):
	4-84				1	
	, , , , , , , , , , , , , , , , , , ,				1	
	4-9	Court Britan				
	` \				-	
					<u> </u>	- \ - \

	Reviewed By:	Title of Instructional Materials
EMATICS: GRADE 7 - THE NUMBER SYSTEM - 7,MS	Title of inseructional Meterisht	MATHEMATICS: GRADE 7 - THE INJURIER SYSTEM - 7.MS
	see Durantary and decommentation of how the descale, electer, and elected are	Apply and extend provious understandings of operations with flustions: In ord, military, multiply, and divide extend members. and, Cite exception from the metabols.
and actual province understandings of operations with final , subtract, multiply, and divide rational numbers.	met. Cite examples from the materials.	to aid, addrest, sindlyls, and divide rediced surfaces.
ly and saland province understandings of multiplication and dista	has bequested the second of the second secon	Subserged-world and stationarchial problems involving the four spacetimes 1 2 3 4
(Tacklett in Marijay (the Court reserve reserve).	, , , , , , , , , , , , , , , , , , ,	
of the decimal form of a regional number terminates in the or springly repeats.	Bulls and Providence 44 + + + + + + + + + + + + + + + + + +	More story problems! Plantly of skill dard against type problems.
I A		of the many type problems,
	Material No. 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Planty of skill darking "
V/Π	1 \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	but have without this Ary & challenge problems needs
<u> </u>	a	1 Computation with returned numbers extend the makes for recomplications for exceptions of the computation o
e chambulal, southerful, mother page(s) springed.		Indicate the chapteries, accdonics, andier pagetel reviewed.
ė skaptuijoj, sautienijoj, ander pagaisi serionas.	Partiess of the demain, charter, and plandard that are existing or set well	Portions of the demain, shariar, and standard that are relating ar not well developed in the instructional materials (if etc):
	developed in the Instructional destroich (f any):	
11-7		
	Overall Reling	Overall Palifie
	1 / 1	
-		
	77	The Charles A. Danie Conter
EMATICS: GRADE 7 EXPRESSIONS AND EQUATIONS	Reviewed By: Tide of Instructional Materials: -7.EE December and decommendation of how the dynamic, checker, and checkerd on	Tride of Improvisional Materials: MATHEMATICS: GRADE 7 - EXPRESSIONS AND SQUATIONS - 7.EE Use properties of operations to generate equivalent expressions. Discountry and decumentation of law the decests, obsette, and standard are not. City conceptes from the generate.
active of epocations to generate equivalent expressions.	mpt. Cite examples from the materials.	
eries of operations an strategies to poli, makenet, finder, and		Understand that counting on expression in different forms to a products period one shoot light on the problem and how the quantities in it are related. For example, a + 0 Oile = 2 Oile means that "increase by Sis" in the same as
er auguspalana velik professal appillatettik.		*malloy by FOR.*
Good activity labs!	+ + + + + + + + + + + + + + + + + + + +	
Jose as 1		Not addressed
(and a sound !		
Dras Carrie		Summery : Smithmatum : Britism
	Summery / Justification / Grideness	
r etropiscial, semilarial, amiliar pagaini revisured.		Indicate the chapterini, seedinaja, and/or page(s) perfected.
	Partiess of the demain, elector, and standard that are pleating or set unit	Portlants of the demain, chester, and standard that are missing or not well developed in the instructional scattering (if any):
	developed in the instructional materials (if ony):	4-5
4-1		
· ·	Overall Refing	Overall Railing + + + + + + + + + + + + + + + + + + +
	1 3 4 4	
·		The Charles A. Dans Conter

The Charles A. Danie Contac

	Reviewed By:				Raviewed By:		
	Title of Instructional Materials:				Tide of Instructional Materials:		' /
MATHEMATICS: GRADE 7 - GEOMETRY - 7.6				MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7.			
							
Solve real Me and mathematical problems involving angle unames,	Pennsy and dominantally met. Cite complex from the		and principal say	Use random sampling to draw informance electric propulation.	Permany and documentation		
area, seriace area, and volume. 7.6.6				7.50.1	and, City accomples from the		
Bolve real-world and mathematical problems involving gree, values and surface area of law- and three-dimensional objects compared of biologics,	Imperior: Helbertallad Mean	•! 		Understand that statistics can be used to each information about a	Important Mathematical Mass	4 	
surface ares of two- and three-dimensional objects companed of blanging, quadrimizate, polygons, dubot, and right prisons.		•		population by examining a sample of the pupulation; generalizations about a secondary from a completory world only if the complete proposed in		1 2	1,41
				a population from a sample are valid only if the earsple is representative of that population. Understand the renorms sampling lands is produce representative earsples and support with information.			
		+	•		Shifts and Procedure	+ 	
		-		0 1 1			
	Mattenaturi Flatationalius			Goal discussions	1		
			3 .4			1 2	1. 111.1
`				A = A + A + A + A + A + A + A + A + A +			
	Descript / Justification / Bris	inan		abligatus fall	* Danmary / Justification / Orie	Acres	
			1				
hadicate the abaptarist, sentential, and/or page(a) serioused.			İ	Indicate the electricis), restinate), ander payets) sectored.	1		
r 1	Perform of the domain, short		o adopting or not wall		Portions of the domain, cluster	e and standard the	س ایم به مشیقی می ا
8-9 \$ 8-10	developed in the instructions	anteriolo (II any):	-	11 . (developed in the instructional	materials (if say);	6
0 1 0 10							W,
							N N
	Overall Rading				Overal Rating		
		ż	; i'		+		- ; (:
	<u> </u>		 //		<u></u>		* 1
			\ / /	•			
br Charles A. Duess Contar				The Charles A. Does Contra			
· ·							
;							•
	Reviewed By:				aviewed By:		
•	Title of Instructional Materials:			т	ide of Instructional Materials:		
MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.				MATHEMATICS: GRADE ? - STATISTICS AND PROBABILITY - 7.80			
	1.						
Use random sampling to draw informace about a population.	Surrey and decommendation met. Ole examples from the st	, 		Draw informal comparative informaces wheat two populations.	Barranary and documentation of mot. Ollo enempies from the m	il how the deputie.	telester, and standard or
7.69.2				7.823		/	1
Use date Seni a rendom comple to drow inferences about a population with an unknown characteristic of interest. Generate multiple complex (or	•	1 2	, ,	informally senses the degree of visual eventup of two numerical data	Sales and American Street 6	 	+ ! . !
nimulated complex) of the come clas to gauge the variation in appropage				distributions with similar variabilities, measuring the difference between the centure by expressing it as a studieds of a measure of variability. Far-		• / •	
or prodictions. For example, addinate the minen word lungth to a book by randomly sampling words from the book; predict the winner of a school				enemple, the mean height of players on the bashelbell team in 10 cm.		1	
electron beauti on randonly complete survey data. Course how for off the	•	1 1	, ;	greater than the mean height of players on the seasor leam, wheat takes the variety present shoulden devestion; on other leam; on a dar plat, the expertation before the level shouldens of heights an additionally.	this and Providence	1 2	
1, Kanla	nave					- 1	, ·
VALY DIONET -Stanford	Mahamatasi Relationahiya			Goals tat to addressing this std, but, it lacks th	-	. \ . /	
	1. 1	i 2	i i	7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		1 \ 17	3 4
dollipoped more co	texts)	dich an		Lhas old " but it I be it	6 Can	: \. L	0
toward rural and once	Comment of Ameliteration (Crisis	 ' ~ ~ ~	mating	, and the	I COMPATION	A PTEC	e of this
		L 1	J			1	
	1,,,,,,	to know		Indicate the absystemist, continuist, and/or paymint reviewed.			57-1,
	Portland of the domain, charter	and standard that are	minolog or not well		Portions of the demain, charter,		ore releasing or mot world
		natorinis (E asy):			developed in the instructional a	بارسه کا طماسته	
11 7				D9 558-9		_	
110	1		1	P9 558-9			
\$ - C	Overed Nucley ++			1	Overall Planting 4-1		
	1	i	3 4		1	1 1	3 4
							
						$\setminus A$	
-Charles & Danielland	***************************************			The Charles of the Charles			

The Charles A Disc Course The Charles A Disc Course MATHEMATICE GRADE T - GEOMETRY - T.S. Section of the Charles of the Cha	MATHEMATICS: GRADE 7 - GEOMETRY - 7.6	Title of humaritani Mainter.		THE RESERVE AND ADDRESS OF THE PARTY OF THE			
The Charles Dominated By Market States and States S	MATHEMATICS: ORADE 7 - GEORE INT - 7.44			WINEWALCE GARE! + ACCRETE: - 170			
The Chain A Dani Clase Daniel State Daniel Sta					factory and decommended	n of how the demands, when	ter, and standard are
The Chains A limit Come The Chains A limit Co	Draw, construct, and describe goomstried figures and describe the		, description of the	relationships between them.	sect. City assembles from the		
The Chain A Dam Class September 1 of the control o			7 #\ / \		Imperium Mathematical Idens	+	/
The Charles A Dan Chart The Charles A Dan Cha	أطعهم والمطبيطينة كالبرانيين ومروجي والراران والمرارات والمرارات	1 1	7 13/1/ 1/ 1	Specialistical gardier on principles serginal of right committees between man sales.	1	1 2	/ * \
Activity of the second Materials The Charles of	shapes with given cardinary. Pecus on especializing franchists and statement of	'	Λ Π Ψ Π Π	redungdir pyranifis.			
The Charles A Dam Charles The Charles A Dam Cha	arriers friendle, state than one statute, at the sample.	India and Procedures 4	 			1 2	3 4
The Charles A Dam Cross The Charles A Dam Cro	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2		,			
The Charles A Dam Charles The Charles A Dam Cha	Good active		W N. A /		Markettine Relationships	++	\
The Charles A Date Classe The Charles A Date Cl	V	Mathematical Relationships 4				1 2	\' \
The Charles A Date Classe The Charles A Date Cl		•					`\/
Profession of the desirable desiration of the desi		Summery Surfficient Selfenses			Summity / June 1911		1
Profession of the desirable desiration of the desi				and the state of t			
The Charles A Dissections The Charles A Dissect	Indicate the chapter(s), continuis), and/or popula) reviewed.				Sections of the descript, when	ier, and planderd that are	minutes or not well
The Charles A Date Contex Particular A Date Contex Particular State Contex Particular Sta		Perfess of the demain, shotter, and standard the	d are missing or out well	C A	developed in the instruction	el austorials (2 avyl:	
The Cherton A Liber Cleare The Cherton A Liber Cleare Reviewed By: This of Instructional Materials: The Cherton A Liber Cleare Reviewed By: This of Instructional Materials: The Cherton A Liber Cleare Reviewed By: This of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The Of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The Of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The Cherton A Liber Cleare R	1 1	determined in the proposession managem in make	\sim 1	X M			
The Cherton A Liber Cleare The Cherton A Liber Cleare Reviewed By: This of Instructional Materials: The Cherton A Liber Cleare Reviewed By: This of Instructional Materials: The Cherton A Liber Cleare Reviewed By: This of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The Of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The Of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The Cherton A Liber Cleare R	4 /)				İ		
The Cherton A Liber Cleare The Cherton A Liber Cleare Reviewed By: This of Instructional Materials: The Cherton A Liber Cleare Reviewed By: This of Instructional Materials: The Cherton A Liber Cleare Reviewed By: This of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The Of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The Of Instructional Materials: The Cherton A Liber Cleare Reviewed By: The Cherton A Liber Cleare R					Count Patri		
The Cartine A Date Case Reviewed By: The of Instructional Materials MATHEMATICE GRADE 7 - GEOMETRY - 7.8		Overall Refing 4+		1		2	3 /4
Reviewed By: This of Instructional Managing MATHEMATICE GRADE 7—GEOMETRY - 7.8 MATHEMATICE GRADE 7—		1 2					\ //
Reviewed By: This of Instructional Managing MATHEMATICE GRADE 7—GEOMETRY - 7.8 MATHEMATICE GRADE 7—							
More application problems needed, foot decreased on skill displayment way."		Reviewed by:			_		
More application problems needed, the foot focused on skill described way." Lab & more than one way."					_		
More application problems resided, the food development, and the food development, and the food development way."		Tide of Instructional Materials:		MATHEMATICS: GRADE 7 - GEOMETRY - 7.8	Tide of Instructional Material	lyn of how the domain, sk	
More application problems needed, good development, and toot docused on Skill development usy."	Rabo mai illa mai mathematikai problema brooking engis menesa	Tide of Instructional Materials:	n, cheeter, and cheeterd are	MATHEMATICS: GRADE 7 - GEOMETRY - 7.8 Solve real-life and mediumedical problems involving angle measure, area, surface area, and volume.	Tide of Instructional Material Summery and decommendations. City examples from the	ion of how the decembs, ob a materials.	and about of an
Yor application problems resided, the food development, and the one has a way." Another god activity lab to more than one lab to more than one way."	Salve rest-like and mathematical problems involving angle means area, surface even, and volume. 7.8.4	Tide of Instructional Materials: Summary and decommentation of New York Sumain met. Cite examples from the materials.		MATHEMATICS: GRADE 7 GEOMETRY 7.8 Salve real-Sto and medicinalized problems involving regio manners, and volume. 7.0.6	Tide of Instructional Material Summery and decommendations. City examples from the	ion of how the decembs, ob a materials.	
toot docused on skill days have the	Solve real-the and mathematical problems involving emple measure sees, surface sees, and volume. 7.8.4	Title of Instructional Materials: Summary and decumentation of how the demakent, Cite examples from the materials. Important McNormalini (1885 - 4		MATHEMATICS: GRADE 7 - GEOMETRY - 7.8 Solve real-life and methorouthed problems involving origin measure, area, surface area, and volume. 7.0.6 Use facts about supplementary, complementary, vertical, and adjusted origins is a must one problems to units and eater simple operations for m	Tide of Instructional Material Summery and decommendations. City examples from the	ion of how the decembs, ob a materials.	
toot docused on skill days have the	Solve real-like and mathematical problems involving angle measure sees, surface area, and volume. 7.8.4 Know the formulas for the erral and enterotomese of a drain and use it	Title of Instructional Materials: Summary and decumentation of how the demakent, Cite examples from the materials. Important McNormalini (1885 - 4		MATHEMATICS: GRADE 7 - GEOMETRY - 7.8 Solve real-life and metheredical problems involving ough measure, area, surface even, and volume. 7.0.5 Use facts about supplementary, complementary, vertical, and editorat angles in a must cap problem to with and calve thingle equations for measurements out to and calve thingle equations for measurements out to the set of the set.	Union of International Material Summery and decommental met. Cite managins from the Important Mathematical Mose	ion of how the decembs, ob a materials.	
toot docused on skill days have the	Solve rest-like and mathematiked problems involving angle measure area, surface area, and volume. 7.6.4 Knew the farmates for the area and enterstowners of a draft and use to be solve problems; give an informal derivation of the reinformitip below alreadingments and area of a circle.	Tries of Instructional Materials: December and decommentation of how the demak- ment. Can examples from the materials. In a second content of the second		MATHEMATICS: GRADE 7 - GEOMETRY - 7.8 Solve real-life and metheredical problems involving ough measure, area, surface even, and volume. 7.0.5 Use facts about supplementary, complementary, vertical, and editorat angles in a must cap problem to with and calve thingle equations for measurements out to and calve thingle equations for measurements out to the set of the set.	Union of International Material Summery and decommental met. Cite managins from the Important Mathematical Mose	ion of how the decembs, ob a materials.	•
toot docused on skill days have I	Babro read-the and methodished problems breshing aught measurement, and restaure. 7.8.4 To solve problems; give an informal destroites of a druk and use it is solve problems; give an informal destroites of the reinformity below drawfurement and area of orange. York application, prob	Lons roedolo,		MATHEMATICS: GRADE 7 - GEOMETRY - 7.8 Solve real-life and metheredical problems involving ough measure, area, surface even, and volume. 7.0.5 Use facts about supplementary, complementary, vertical, and editorat angles in a must cap problem to with and calve thingle equations for measurements out to and calve thingle equations for measurements out to the set of the set.	Union of International Material Summery and decommental met. Cite managins from the Important Mathematical Mose	ion of how the decembs, ob a materials.	•
Lating to deposit and the same of the same	Babye real-time and medicanally problems involving aught masses area, surface area, and volume. 7.8.4 Years the investment for the area and areandowners of a droke and use it is solve problems; give on informed destruction of the reinformity behave droundowners and area of orders. York application, prob	Lons roedolo,		MATHEMATICS: GRADE 7 - GEOMETRY - 7.8 Solve real-life and metheredical problems involving ough measure, area, surface even, and volume. 7.0.5 Use facts about supplementary, complementary, vertical, and editorat angles in a must cap problem to with and calve thingle equations for measurements out to and calve thingle equations for measurements out to the set of the set.	Union of International Material Summery and decommental met. Cite managins from the Important Mathematical Mose	ion of how the decembs, ob a materials.	•
Indicate the chapter(s), continued, another page(s) performed. Perform of the domain, chapter(s) that are emissing or not wall Perform of the domain, chapter(s) that are emissing or not wall	Balve red the sed medical problems breaking aught seasons see, series area, and volume. 7.8.4 Frame the formulas to the area and areasticrose of a drift and sea to solve problems; give on informal defendant of the reddenship below attacked and one of the reddenship below attacked and one of the reddenship below. York application prob	Title of Instructional Managines and, Cate examples from the materials. In S. Nogologic Street Str		MATHEMATICS: GRADE 7 - GEOMETRY - 7.8 Solve real-life and metheredical problems involving ough measure, area, surface even, and volume. 7.0.5 Use facts about supplementary, complementary, vertical, and editorat angles in a must cap problem to with and calve thingle equations for measurements out to and calve thingle equations for measurements out to the set of the set.	Union of International Material Summery and decommental met. Cite managins from the Important Mathematical Mose	ion of how the decembs, ob a materials.	•
Indicate the abaptacis, needlands, and/or page(s) reviewed. Portions of the demails, cheeter, and etendard that are emissing or not wall developed in the best-millional materials (if any):	Babye real-time and medicanally problems involving aught masses area, surface area, and volume. 7.8.4 Years the investment for the area and areandowners of a droke and use it is solve problems; give on informed destruction of the reinformity behave droundowners and area of orders. York application, prob	Title of Instructional Managines and, Cate examples from the materials. In S. Nogologic Street Str		Another goal activity lab & "more than one	Tide of Instructional Material Democry and decommental met. Cite managem from the topologic Middlestation More that and Procedure Numberratical Residentspa	tion of how the decembs, of a materials.	•
Parties of the densits, shatter, and standard that an extending or not wall	Babye real-time and medicanally problems involving aught masses area, surface area, and volume. 7.8.4 Years the investment for the area and areandowners of a droke and use it is solve problems; give on informed destruction of the reinformity behave droundowners and area of orders. York application, prob	Title of Instructional Managines and, Cate examples from the materials. In S. Nogologic Street Str		Another goal activity lab & "more than one	Tide of Instructional Material Democry and decommental met. Cite managem from the topologic Middlestation More that and Procedure Numberratical Residentspa	tion of how the decembs, of a materials.	•
	More application prob good donlopment, as toot focused on sk	Title of Instructional Managines and, Cate examples from the materials. In S. Nogologic Street Str		Another goal activity lab & "more than one way."	Tide of Instructional Material Democry and decommental met. Cite managem from the topologic Middlestation More that and Procedure Numberratical Residentspa	ten of how the decembs, of a materials.	;
developed in the hostunitened materials (F my):	More application prob good donlopment, as toot focused on sk	lons roodsdo	; ; ;	Another goal activity lab & "more than one way."	Demonstrational Material Security and decomments and. Cite managem from the Important Mathematical Materials of Security of Justillandon 1 Security 1 Justillandon 1 Security 1 Justillandon 1 Security 1 Justillandon 1 Sec	ion of how the decembs, of a materials.	;
d - h	More application prob good donlopment, as toot focused on sk	lons roodsdo		Another goal activity lab & "more than one way."	Demonstrational Material Security and decomments and. Cite managem from the Important Mathematical Materials of Security of Justillandon 1 Security 1 Justillandon 1 Security 1 Justillandon 1 Security 1 Justillandon 1 Sec	ion of how the decembs, of a materials.	;
	More application prob good donlopment, as toot focused on sk	In s roodsly		Another goal activity lab & "more than one way."	Demonstrational Material Security and decomments and. Cite managem from the Important Mathematical Materials of Security of Justillandon 1 Security 1 Justillandon 1 Security 1 Justillandon 1 Security 1 Justillandon 1 Sec	ion of how the decembs, of a materials.	•
Overall Refine 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	More application prob good donlopment, as toot-becased on sk	In s roodsly		Another goal activity lab & "more than one way."	Tide of Instructional Material Demoney and decommental mot. Cite managem from the topologic Materialization flows Material Materialization flows Demoney / Jacobson f Portlams of the domain, of decologic in the horizontic	per of how the decembs, of a section of a se	;
	More application prob good donlopment, as toot-becased on sk	Title of Instructional Managines and Che examples from the materials In S regularly Angles Managines Perform of the description and shadow the description Perform of the description and shadow the description of the d	**************************************	Another goal activity lab & "more than one way."	Demonstrational Material Security and decomments and. Cite managem from the Important Mathematical Materials of Security of Justillandon 1 Security 1 Justillandon 1 Security 1 Justillandon 1 Security 1 Justillandon 1 Sec	best of how the decembs, of a constraint, of a constraint, and a constraint and a constraint and a constraint and a constraint and a constraint and a constraint and according to any);	

The Charles A. Danie Contac

The Charles A. Dans Corter

MATICE: GRADE 7 - STATISTICS AND PROBABILITY		MATHEMATICE: GRADE 7 - STATISTICS AND PROBABILITY - 7	
ute chance processes and develop, use, and quality. By models.	Summary and documentation of tyre the decembs, electer, and standard are met. Cite exempte from the materials,	Investigate chance processes and develop, use, and evaluate probability models.	Survey and decementation of how the descript, charlet, and stee
		7.89.84	and Ohe exemples from the emberiels.
p o probability model and use it to find probabilities of oversig tre probabilities from a model to observed frequencies; if the nort is not good, cupilate possible encrois of the discrepancy	/ ; ; ; ;	Prof probabilities of compound events using organized lists, taking, try degreess, and streatmen.	•
velop a probability model (which may not be uniform) by orving troquendos in data generated them a chance process		 Understand that, just as with steple events, the probability of a compound event to the fraction of administs in the easyle space is which the exemption dental season. 	
oring Togunians in this gaterate their a minima property right. But the approximate probability that a sphining panny I heads up or that a bossed paper cup will lond open-and do	mail 1	which the compound arend course.	State and Providence
fre automos for the spirring penny appear to be equally to no on the observed frequencies?		/ My only	
) / A	Methoristical Residencials \ +1 / 1 1 1 1 1 1 -	1 (7000	Mineman Russian 41
A ///			
1V / M	Security (Section) Section	Complaint), that Si	Hudson't should be into
akaptarjej, nestlenjej, emilier pegejaj rovimusul.	i e	to the m	1
		parameter gas aprahentel' assegnatel' eneges befortel anatomist.	o IDAMEST MASSAGEN ST
	Portions of the demain, electric, and standard that are extending or not well developed in the instructional meta-state (if any):	1 (0 1)	Pertines of the demain, choice, and standard that are missing or a developed in the instructional materials (E any):
WIF		. 0	
	Overall Refine 41 + + + + + + + + + + + + + + + + + +		Owed Rules
	1/ 3 3 4		1 2 3/
	1 /		V
Des Centr	Reviewed By: Trice of Instructional Meanwight		Reviewed By:
ICS: GRADE 7 — STATISTICS AND PROBABILITY —	Reviewed By: Trice of Instructional Managink: 7.86	1	Fide of Instructional Materials:
ICE: GRADE 7 — STATISTICS AND PROBABILITY —	Reviewed By: Trile of Instructional Materials:	MATHEMATICS: GRADIE 7 — STATISTICS AND PROBABILITY — 7.8 broadquin chapter processes and develop, use, and evaluate probability models.	Fide of Instructional Materials:
ICE: GRADE 7 — STATISTICS AND PROBABILITY — bunns pressures and develop, use, and evaluable media.	Reviewed By: Trice of Instructional Materials: 7.8P Dominary and decommendation of how the decembs, climbs, and chandred are not. Cite exceptes from the amberials.	MATHEMATICS: GRADIE 7 — STATISTICS AND PROBABILITY — 7.8 broodgels discuss processes and develop, see, and evaluate probability models. 7.87.50	Title of Instructional Materials:
CB: GRADE 7 — STATISTICS AND PROBABILITY — more presumes and develop, use, and evaluate dels. Hillion of asseption events using separated liets, takins, to art sample spaces for compound events using methods in	Reviewed By: Trice of Instructional Managists: 7.89 Summary and decommendation of how the decomb, chimbs, and shadool are not. Cite exceptes from the malerials. **superiori Mathematical losse** 1 2 3 4	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8 bereatigate choices processes and develop, see, and evaluate probability models. 7.89 hs 6. Prof probabilities of compound counts using organised buts, tables, bee disposes, and simulation.	Title of Instructional Materials:
CB: GRADE 7 — STATISTICS AND PROBABILITY — some presumes and develop, was, and oralisate solub. Addition of asseptional events using argumined links, taking, to and simulation. Noted that process for compound events using mathods a volved links links and tree diagrams. For an event describ young improper jost, "Volling double stores"), Materialy line.	Reviewed By: Trice of Instructional Managists: 7.89 Summary and decommendation of how the decomb, chimbs, and shadool are not. Cite exceptes from the malerials. **superiori Mathematical losse** 1 2 3 4	HATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8 breedigate choses presents and develop, use, and evaluate perhability stateds. 7.87bs 8. Prof probabilities of companied events using organized bits, tobbe, box dispress, and electrics. 9. Design and uses a development to generate beganning for companied events. For example, see confidence as a considerate last in	Tide of Instructional Materials: Description of the description of
CB: GRADE 7 — STATISTICS AND PROBABILITY — senso presences and develop, use, and orehade idels. ide	Reviewed By: Tride of Instructional Materials: 7.8P December and decommendation of how the decembs, abundant and abundant and mate. Cite acceptes from the analysis to the decembs, abundant and abundant decembs.	MATHEMATICS: GRACIE Y — STATISTICS AND PROBABILITY — 7.8 broadlysis channe processes and develop, see, and evaluate probability medica. 7.87.bu 8. Plot probabilities of compound events using organized bits, tobles, bos dispress, and events on dispress, and events.	Piece of Instructional Materials: Parametry and documentation of boy the documen, charter, and stand met. Other standards.
CB: GRADE 7 — STATISTICS AND PROBABILITY — senso presences and develop, use, and orehade idels. ide	Reviewed By: Tride of instructional Materials: 7.86* Summery and decommendation of how the decimb, allumin, and chandred of mat, Cite managins from the production. Tride of instructional Materials.	MATHEMATICS: GRADE ? — STATISTICS AND PROBABILITY — ?.8 broadgate chance pressure and develop, use, and evaluate probability models. 7.89-bs 8. Pind probabilities of compound exemp using organized buts, tokke, but disposes, and simulation. 4. Dorign and use a disabilities to generate bequesties for compound evolus. For disrepties, one evolus. For disrepties, one random digits as a simulation test to approximate the present to the question. If diffs of denses have type. A blood, but a the probability that it all take at least of denses to	Tide of Instructional Materials: Description of the description of
CB: GRADE 7 — STATISTICS AND PROBABILITY — more presented and develop, too, and orchade dels. dellies of compound events using organized link, taking, to and simulation. ent comple opense for compound events using methods a related bits, taking and two degrees. For an event descale play impages (e.g., "Willing deals selects"), listerity lies.	Reviewed By: Tride of instructional Materials: 7.86* Summery and decommendation of how the decimb, allumin, and chandred of mat, Cite managins from the production. Tride of instructional Materials.	MATHEMATICS: GRADE ? — STATISTICS AND PROBABILITY — ?.8 broadgate chance pressure and develop, use, and evaluate probability models. 7.89-bs 8. Pind probabilities of compound exemp using organized buts, tokke, but disposes, and simulation. 4. Dorign and use a disabilities to generate bequesties for compound evolus. For disrepties, one evolus. For disrepties, one random digits as a simulation test to approximate the present to the question. If diffs of denses have type. A blood, but a the probability that it all take at least of denses to	P Descriptional Materials: P Description of the description of the descript, charles, and should not. Cite assemble from the materials. Important Mathematical Lines 1 2 3
CE: GRADE 7 — STATISTICS AND PROBABILITY — better presented and develop, use, and declarate addition of compound events using argument links, taking, to and simulation. Here is a superson for compound events using matheds as proved tools, taking and two diagrams. For an event decelor young improve loag, which give tools, interity the registy language loag. "Willing double store), interity the	Reviewed By: Tride of instructional Materials: 7.86* Summery and decommendation of how the decimb, allumin, and chandred of mat, Cite managins from the production. Tride of instructional Materials.	MATHEMATICS: GRADE ? — STATISTICS AND PROBABILITY — ?.8 broadgate chance pressure and develop, use, and evaluate probability models. 7.89-bs 8. Pind probabilities of compound examp using organized buts, tokke, but disposes, and simulation. 4. Dorign and use a disabilities to generate bequesties for compound evolus. For disrepties, one evolus. For disrepties, one random digits as a simulation test to approximate the present to the question. If diffs of denses have type. A blood, but a the probability that it all take at least of denses to	P Descriptional Managing of body the descript, checker, and should not. City assumption from the assumption of body the descript, checker, and should not. City assumption from the assumption.
TICS: GRADE 7 — STATISTICS AND PROBABILITY — thereo presences and develop, use, and declarate tedds. tedds. tedds. and simulation. tedd standards.	Reviewed By: Tride of instructional Materials: 7.86* Summery and decommendation of how the decimb, allumin, and chandred of mat, Cite managins from the production. Tride of instructional Materials.	MATHEMATICS: GRADE ? — STATISTICS AND PROBABILITY — ?.8 broadgate chance pressure and develop, use, and evaluate probability models. 7.89-bs 8. Pind probabilities of compound examp using organized buts, tokke, but disposes, and simulation. 4. Dorign and use a disabilities to generate bequesties for compound evolus. For disrepties, one evolus. For disrepties, one random digits as a simulation test to approximate the present to the question. If diffs of denses have type. A blood, but a the probability that it all take at least of denses to	Tide of Instructional Materials: Description of the description of
TICS: GRADE 7 — STATISTICS AND PROBABILITY — thereo presences and develop, use, and declarate tedds. tedds. tedds. and simulation. tedd standards.	Trice of Instructional Managers: 7.89 Description of Communication of New York describs, which, and should prove the Communication of New York describs, which are the Communication of New York describes the Communication of New York description	MATHEMATICS: GRACIE 7 — STATISTICS AND PROBABILITY — 7.8 broadlysis channe pressums and develop, use, and evaluate probability models. 7.87.bs 6. Pird probabilities of companied counts using organized limb, tables, bor dispress, and simulation. 6. Durigo and use a dandelses to generate bequested for companied eviste. For descript, one revision digits as a consistent tool to approximate the amount to the quantum. If 40% of denary hour type A latent, that a the probability litel it will laten at lease 4 denary in Staf one with type A blood?	The of interestional binarials The control of the
TICS: GRADE 7 — STATISTICS AND PROBABILITY — thereo presences and develop, use, and declarate tedds. tedds. tedds. and simulation. tedd standards.	Tride of Instructional Metazinis: 7.89 Summary and discountables of how the details, shells, and denoted of set of the content of the con	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8 bereefiguite chapme processes and develop, use, and evaluate probability standards. 7.89 As 6. Prof. probabilities of compound counts using organized bins, tables, but dispute, and circulation. 4. Dorign and use a classificien to generate beganning for compound events. For decorpis, use review digits as a standards fact to approximate the generate bins approximate for the probability that d cell lake at least 4 decorp to find one with type A bland?	Ent. City and discussions bearing to a discussion, about an analysis of the control of the contr
ICE: GRADE 7 - STATISTICS AND PROBABILITY become presence and develop, mee, and evaluate models. Indicate of compound events using argument links, takins, to and elements. Been comple spaces for compound events using methods as precised less, takins and two diagrams. For an event describing price length opening duals along 7, its rinky like mass in the complex space which compose the event. Charles in the complex space which compose the event. And the complex space which compose the event.	Trice of Instructional Managers: 7.89 Description of Communication of New York describs, which, and should prove the Communication of New York describs, which are the Communication of New York describes the Communication of New York description	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8 bereefiguite chapme processes and develop, use, and evaluate probability standards. 7.89 As 6. Prof. probabilities of compound counts using organized bins, tables, but dispute, and circulation. 4. Dorign and use a classificien to generate beganning for compound events. For decorpis, use review digits as a standards fact to approximate the generate bins approximate for the probability that d cell lake at least 4 decorp to find one with type A bland?	Ent. City and discussions bearing to a discussion, about an analysis of the control of the contr
TICE: GRADE 7 - STATISTICS AND PROBABILITY Among presences and develop, rest, and evaluate models. And elements. Sent temple spaces for company argumbned links, takins, tr And elements. Service for temple spaces for company events using methods as probable links, takins and two degrams. For an event describ spring language (e.g., "Alling duals story,", itempty line sees in the comple space which company for dead.	Tride of Instructional Metazinis: 7.89 Summary and discountables of how the details, shells, and denoted of set of the content of the con	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8 bereefiguite chapme processes and develop, use, and evaluate probability standards. 7.89 As 6. Prof. probabilities of compound counts using organized bins, tables, but dispute, and circulation. 4. Dorign and use a classificien to generate beganning for compound events. For decorpis, use review digits as a standards fact to approximate the generate bins approximate for the probability that d cell lake at least 4 decorp to find one with type A bland?	Resource of the description of t
ICS: GRADE 7 — STATISTICS AND PROBABILITY — themse presumes and develop, me, and deshale redels. Indiana of sampound events using argument lists, indice, in and simulation. Insert sample spaces for compound events using methods as presend bots, indice and tree degrees. For an event decelop- replay language (e.g., "Nellig deaths story."), intentily the	Trice of Eneroccional Manacials: 7.89 Democracy and description of how the demand, the part of short of the part	MATHEMATICS: GRACIE 7 — STATISTICS AND PROBABILITY — 7.8 broadlysis channe pressums and develop, use, and evaluate probability models. 7.87.bs 6. Pird probabilities of companied counts using organized limb, tables, bor dispress, and simulation. 6. Durigo and use a dandelses to generate bequested for companied eviste. For descript, one revision digits as a consistent tool to approximate the amount to the quantum. If 40% of denary hour type A latent, that a the probability litel it will laten at lease 4 denary in Staf one with type A blood?	Recovery and decreased Materials: Beautiful and decreased filling of her the decrease, and store materials. Important Mathematical blood
Date Conter TICE: GRADE 7 - STATISTICS AND PROBABILITY - The second content of the sec	Tride of Instructional Metazinis: 7.89 Summary and discountables of how the details, shells, and denoted of set of the content of the con	MATHEMATICS: GRADE 7 — STATISTICS AND PROBABILITY — 7.8 bereefiguite chapme processes and develop, use, and evaluate probability standards. 7.89 As 6. Prof. probabilities of compound counts using organized bins, tables, but dispute, and circulation. 4. Dorign and use a classificien to generate beganning for compound events. For decorpis, use review digits as a standards fact to approximate the generate bins approximate for the probability that d cell lake at least 4 decorp to find one with type A bland?	Resource of the description of t

The Charles A. Done Charles

The Charles A. Danis Contr.

	Reviewed By:	****			Tide of Instructional Materials		
	Tale of Instructional Materi	*	<u></u>	MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY - 7			
MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY 7				investigate absence processes and develop, was, and available probability seededs.	Burnery and decommend	n of how the decade, o	
Organ informati comparative informaces about two populations.	Surrousy and demonstrate and, Otto examples from	tion of how the demaks, the ten steamfale.		probability models.	and. Gib assemptor from the		. /
7.97.4	Important Mathematical Man	- +		Linderstand that the probability of a chance overel is a number between 0 and 1 that expresses the Stationed of the event country, Larger numbers	Particular Section 1	1 2	-
Use encourse of center and measures of variability for momental data from random benefits to draw informal comparative informaces about two		1 /2	''				
populations. For example, decide strainer the strain that the series in a chap neverth-grade accurace book are generally longer than the series in a chap	State and Procedure	44		todoute greater Builtness. A probability state of transmiss are returned as probability around LCC bridantes on overal that in mailter unlikely nor Bush and a probability coast a indexton a Bush overal.	State and Presentation	+	
of a founti-grade accesses beets.		3					
\wedge (\wedge \wedge		\. /•		Good, Po	Districtional Paristic or Page	1	
\\		\\\		(oma) to			- 1 N Z
N/N				- Copper of the contract of the copper of th	Summery / Justilianities / B		
1	Summery / Justification /	Suldunus/					
badicate the elements), coeffenint, under payetel reviewed.				Indicate the chapteries, continued, and/or payers) reviewed.			
	Partiens of the demain,	Analus, and alumbers that as	s salaubag or set well		Pertions of the demain, che developed in the instruction	oter, and statement was: mai membrish (6 arry):	
Ch II	developed in the lasters						
				÷ \$			
	Overall Resilve	4			Overell Rednig	+	- ! / !
		1 / 1	,			' -	
		1					
		/		Tis Chris A Dun Center			<u> </u>
The Charles A. Dana Contar							
	Reviewed By:				Reviewed By:	<u>,</u>	
	Tide of instructional blate	ide		·	Tide of instructional Materia	å:	
MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY				MATHEMATICS: GRADE 7 - STATISTICS AND PROBABILITY -			
bivenigate chance processes and duraley, son, and crahete	Designary and document	teles of key the demant, of	uples, and standard ero	broadgate chance presences and develop, use, and orehads	Surrency and documents usel. City examples from t	ion of how the decembe, to constants.	, electric, and standard an
probability models.	met. Cite examples from	: the materials.		7.807a		/4	
7.0PA Approximate the probability of a shares overality collecting data on	Important Madramatical In	• + 1	- ; / ; \	 Oursign a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the 			3 4
the chance process that produces it and essenting at any run running		•		agreement is not good, explain printers services or any accompany	/	***************************************	1
probability For example, when reling a number cube 600 since, precist a 3 or 6 would be relied roughly 200 trees, but probably not exactly 200	(Mills and Pressletts)	+	: -: /	g. Covoley is uniform professional mass of a columnian, and use the model to determine probabilities of or For country, if a student is salested at revision from a clean, for probability that inno sell be salested and the probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch probability that a pinch pinch probability that a pinch p		1	3 4
Vire activity. Good visuals &		1 2	·\	ud be exected.			:
Vire activity.	Medicanative Robitsoning	• ++		N/A I dixn't	Madhamatical Relationships	++ /	, ,
\mathbf{I}		1 2	, ,	N/A 7	<i>i</i>		
(good VISUX13 St	Samuel Sandin) Subsection	/	1 1 Dee angl	· /	Bridenso	
explainations	7//		İ	Indianis the shapteries, medicajes, medica propejuj melanus.	\downarrow		
Indiants the chapterful, excellently, and the property sections.				the Law.	Perdens of the domain, t	hoter, and standard the	d are missing or and wait
	Pertions of the domain developed in the instru	, chapter, and plandard that : elleral pasteriule (if any):	no injustral or wat mag	A LOS OHESA	Care developed to the instruct	CarCo	
11 - 2				Ch 12 Sp. 1. L	\mathcal{L}^{1}	C Thair	أمل مم م
				Ch 12 Students	20 work	V ILCOLLON	aret bandred
	Overall Rolling	++		Les soon	Overall Rading	†	
		j 3	-3 (4)			1	

The Charles A. Danie Center